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TOWN OF ANDOVER

MASSACHUSETTS

ANNUAL REPORT

OF

THE SCHOOL COMMITTEE

FOR THE YEAR

1911

Andover, Mass.

THE ANDOVER PRESS, PRINTERS

1912

In School Committee,  
ANDOVER, Feb. 6, 1912

*Voted:* — That the report of the Superintendent of Schools  
be accepted and presented as the report of the Committee.

GEORGE A. CHRISTIE,  
*Secretary*

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1911-1920

## SCHOOL COMMITTEE

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CHARLES W. CLARK, *Chairman*, Term expires 1912  
23 Summer Street

GEORGE A. CHRISTIE, *Secretary*, Term expires 1914  
62 Elm Street

ALBERT W. LOWE, Term expires 1912  
33 Summer Street

DANIEL H. POOR, Term expires 1912  
Ballardvale

ARTHUR T. BOUTWELL, Term expires 1913  
Shawsheen Road

ALFRED E. STEARNS, Term expires 1913  
6 Chapel Avenue

THOMAS E. RHODES, Term expires 1913  
64 Chestnut Street

GRANVILLE K. CUTLER, Term expires 1914  
West District

EDWARD C. CONROY, M.D., Term expires 1914  
29 Essex Street

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### *Superintendent of Schools*

GEORGE M. BEMIS, 50 Summer Street

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### *Clerk*

ETHEL M. EATON, 99 Chestnut Street

## GENERAL COMMITTEES

### *Financial and Advisory*

CHARLES W. CLARK

GRANVILLE K. CUTLER

GEORGE A. CHRISTIE

### *Teachers*

ARTHUR T. BOUTWELL

ALBERT W. LOWE

ALFRED E. STEARNS

### *Books and Supplies*

DANIEL H. POOR

THOMAS E. RHODES

EDWARD C. CONROY

### *Cornell Scholarships, Phillips Academy*

ALFRED E. STEARNS

GEORGE A. CHRISTIE

THOMAS E. RHODES

### *Cornell Scholarships, Abbot Academy*

GRANVILLE K. CUTLER

ALBERT W. LOWE

EDWARD C. CONROY

## DISTRICT COMMITTEES

### *Punchard High School*

CHARLES W. CLARK

ARTHUR T. BOUTWELL

ALFRED E. STEARNS

### *Stowe, John Dove and Samuel C. Jackson Schools*

ALBERT W. LOWE

GEORGE A. CHRISTIE

THOMAS E. RHODES

### *Indian Ridge, Bradlee, and Richardson Schools*

ARTHUR T. BOUTWELL

DANIEL H. POOR

EDWARD C. CONROY

### *West Centre, North Bailey and Osgood Schools*

GRANVILLE K. CUTLER

ARTHUR T. BOUTWELL

CHARLES W. CLARK

# LIST OF TEACHERS

Corrected to February 1, 1912

## PUNCHARD SCHOOL

NAME	<i>Latin</i>	ADDRESS
Nathan C. Hamblin, Principal,		101 East Chestnut Street
	<i>Science</i>	
Eugene V. Lovely		135 Main Street
	<i>Business</i>	
Edna G. Chapin		115 Main Street
	<i>History, Domestic Science</i>	
Elizabeth M. Loftus		135 Main Street
	<i>Mathematics</i>	
Caroline M. Davis		5 Locke Street
	<i>English</i>	
Harriet A. Foss		5 Morton Street
	<i>French and German</i>	
Louise M. Farnsworth		137 Main Street

## STOWE SCHOOL

GRADE	NAME	ADDRESS
IX	James H. Morss, Prin.	28 Salem Street
VIII, IX	Grace Hill	67 Bartlet Street
VII, VIII	C. Alice Manning	50 Whittier Street
VII	Caroline J. Burt	R. F. D. 1
VI, VII	Mabel A. Ward	60 Elm Street
VI	Carolyn A. Dean	104 Main Street

## JOHN DOVE AND SAMUEL C. JACKSON SCHOOLS

V	Annie M. Downes, Prin.	68 Whittier Street
IV, V	Margaret C. Kimball	Lawrence, Mass.
IV	Katherine T. Hannon	105 No. Main Street
III	Margaret S. Hoyt	25 Central Street
III	Eva A. Libby	25 Central Street
II	Lucy Anne Allen	Arco Building
II	Florence I. Abbott	Upland Road
I	Adèle H. Duval	16 Florence Street
I	Florance M. Prevost	67 Bartlet Street

## INDIAN RIDGE SCHOOL

VII, VIII	Etta M. Dodge, Prin.	8 Wolcott Avenue
V, VI	Eliza V. Coburn	34 Chestnut Street
IV, V	Iva M. Fletcher	6 Summer Street
II, III	Lena M. Clark	25 Central Street
I	Frances Hobbs	60 Elm Street

## BRADLEE SCHOOL

VIII, IX	Clara A. Putnam, Prin.	Frye Village
VI, VII	Cynthia E. Flint	47 Whittier Street
IV, V	Cecilia A. Derrah	26 Summer Street
II, III	Ruby S. Copeland	Ballardvale
I	Carrie R. French	Ballardvale

## RICHARDSON SCHOOL

I-III	Helen W. Battles, Prin.	31 Lowell Street
IV-VI	Emma L. Ward	Lowell Street

## WEST CENTRE SCHOOL

V-IX	Emily F. Carleton, Prin.	R. F. D. 1
I-IV	Mary M. Prescott	R. F. D. 1

## NORTH SCHOOL

I-VIII	Annie A. Shirley	R. F. D. 1
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## BAILEY SCHOOL

I-IX	Violet A. Oates	R. F. D. Lowell, Mass.
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## OSGOOD SCHOOL

I-VI, VIII	Mabelle E. Langley	R. F. D. Lowell, Mass.
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## SUPERVISORS

Music — Henry L. Stone	Musardhaven, Lexington, Mass.
Drawing — Gertrude T. Sauer	10 Irving St., Everett
Manual Training — William F. Eastwood	276 Meridian St., East Boston
Domestic Science, Sewing — Elizabeth M. Loftus	135 Main St.
Physical Training — Helen J. Brown	11 Shepard St., Cambridge

## SCHOOL PHYSICIAN

W. Dacre Walker, M.D.	121 Main St.
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## TRUANT OFFICER

James Napier	91 Elm St.
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## JANITORS

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Punchard, Stowe, and John Dove Schools,

Herbert L. White, Reservation Road

Indian Ridge School,

James A. Eaton, 19 Cuba St.

Bradlee School,

Herbert Clark, Ballardvale

West Centre School,

Charles Hardy, R. F. D. 1

Richardson School,

William McEwan, 50 Haverhill St.

North School,

John J. Crowley, R. F. D. 1

Bailey School,

George Cobb, R. F. D. 1, Lowell, Mass.

Osgood School,

Caroline Spickler, R. F. D. 1

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## COMMITTEE MEETINGS

The first Tuesday of each month, except July and August,  
at 7.30 P.M., in the School Committee Rooms, Town Hall.

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## SUPERINTENDENT'S OFFICE HOURS

8—8.30 A.M., 4—5 P.M., on school days.

7—7.30 P.M., Tuesdays, Fridays.

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## NO-SCHOOL SIGNAL

The no-school signal is given by means of the fire alarm bell and whistle. When the signal, 3-3-3, is heard at 7.15 o'clock in the morning, there will be no session of the Punchard School. When the signal is given at 8 A.M., there will be no session of the grades below the high school in the forenoon, and when it is sounded at 12.30 P.M., these grades will have no session in the afternoon.

# FINANCIAL STATEMENT

For the year ending January 10, 1912

## SCHOOLS

	Receipts	Expenditures
Appropriation	\$34,000	
Tuition	322 25	
Tickets	157 64	
Miscellaneous	21 30	
Teachers and supervisors		\$25,328 61
Janitors		2,317 92
Fuel		2,365 90
School Physician		190 00
Carriage		104 00
Light		93 69
Printing		105 25
Tuition		353 14
Transportation		2,168 29
Miscellaneous		993 74
	<hr/>	<hr/>
	\$34,501 19	\$34,020 54
Balance unexpended		480 65
	<hr/>	<hr/>
	\$34,501 19	\$34,501 19

## SCHOOL HOUSES

Appropriation	\$6,000 00	
Miscellaneous receipts	6 10	
Transf'd from books and supplies	40 10	
Transferred from schools	474 69	
PUNCHARD		
Furniture	\$15 95	
Drinking Fountain	8 00	
Miscellaneous repairs	81 31	\$105 26
STOWE		
Repairs on roof	230 76	
Drinking fountains, etc.	107 35	
Miscellaneous repairs	134 42	472 53
		<hr/>
Amount carried forward,		\$577 79

<i>Amount brought forward,</i>		\$577 79
JOHN DOVE		
Furniture	570 86	
Drinking fountain	8 00	
Slate blackboards	172 64	
Renovation of building	3,975 33	4726 83
SAMUEL C. JACKSON		
Miscellaneous repairs		61 21
INDIAN RIDGE		
Electric Bell System	2 75	
Heating Plant	6 00	
Electric Lights	16 26	
Miscellaneous repairs	223 73	278 74
Cesspool	30 00	
BRADLEE		
Electric Bell System	5 24	
Heating Plant	17 86	
Walks	80 00	
Slate Blackboards	132 16	
Furniture	45 40	
Adjustable Curtains	76 50	
Miscellaneous repairs	46 02	403 18
RICHARDSON		
Heating Plant	59 10	
Miscellaneous repairs	69 18	128 28
WEST CENTRE		
Heating Plant	5 85	
Furniture	5 00	
Miscellaneous repairs	63 04	73 89
NORTH		
Miscellaneous repairs		107 94
BAILEY		
Miscellaneous repairs		16 24
OSGOOD		24 78
General Miscellaneous Expenditures		122 01
	<hr/>	<hr/>
	\$6,520 89	\$6,520 89

## BOOKS AND SUPPLIES

Appropriation	\$2,500 00	
Miscellaneous receipts	39 15	
Books		\$1,257 70
Supplies		974 26
Maps and reference books		216 13
Freight and express		50 96
	<hr/>	<hr/>
	\$2,539 15	\$2,449 05
Balance unexpended		40 10
	<hr/>	<hr/>
	\$2,539 15	\$2,539 15

The School Committee recommends the following appropriations:—

For Schools	\$35,000
For School-houses	4,000
For Books and Supplies	2,500

CHARLES W. CLARK,  
*Chairman*

# REPORT OF THE SUPERINTENDENT OF SCHOOLS

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*To the School Committee of Andover:*

GENTLEMEN: Fully appreciating the unusual privileges and opportunities offered in a community where the general culture and educational standards are so high, it affords me much pleasure to enter upon the work here in Andover, and to present for your consideration my first annual report, this being the twenty-second in the series.

My sincere thanks are due to my predecessor for leaving such excellent and complete records of the work accomplished during his term of service as well as data in regard to all matters of importance connected with the administration of the schools. Some of the recommendations made in his last report, notably the employment of a director of physical training, the establishment of a school bank, the re-introduction of a course in domestic science and household arts, have been adopted and put into operation. Two other suggestions, "Raising the age of admission to six years in Grade I" and "An eight-year elementary course," I heartily endorse.

## REPAIRS

In accordance with your plan of thoroughly repairing at least one building each year, extensive improvements were made during the past summer at the John Dove. New ceilings, hardwood floors, stairways, shades, blackboards and a number of new seats and desks were installed. The building was redecorated throughout and now presents a very attractive appearance.

Only minor repairs were made at the other buildings. Their special needs have been pointed out in previous reports.

## CROWDED CONDITIONS

On account of crowded conditions in the Central Schools, it was necessary to open a new room (Grades IV and V) at the John Dove building.

As a temporary expedient, it seemed best also to transfer a few pupils from the Stowe School to the Indian Ridge. Care

was exercised in selecting only those who would have little or no greater distance to walk.

The accompanying table shows the present distribution by school and grade.

January 26, 1912

**Punchard**

Freshman Sophomore Junior Senior Special Total

Boys	18	10	9	3	1	41
Girls	24	7	16	11	0	58
Total	42	17	25	14	1	99

	Room	I	II	III	IV	V	VI	VII	VIII	IX	
<b>Stowe</b>	1									41	41
	4								23	14	37
	5							10	31		41
	6							38			38
	3						10	30			40
<b>John Dove</b>	2						35				35
	1					37					37
	3				27	14					41
	2				39						39
	6			36							36
<b>Samuel C. Jackson</b>	5			37							37
	4		39								39
	1	38									38
	2	36									36
	3		36								36
<b>Indian Ridge</b>	1							19	5		24
	4					13	21				34
	3				14	20					34
	2		17	22							39
	5	21	11								32
<b>Bradlee</b>	6										
	1								12	9	21
	4						15	18			33
	5				20	19					39
	6		17	18							35
<b>Richardson</b>	3	23									23
	2										
	2				5	10	10				25
	1	12	11	6		7	3	4	2	4	29
	1										
<b>West Centre</b>	2	6	6	7	5						24
		5	8	4	6	3	4	2	1		33
		2	7		3	2	1	3	3	9	27
		4	6		3	1	3		3		20
Total		147	158	130	122	126	102	124	80	74	1162

## BOOKS AND SUPPLIES

The Walton & Holmes arithmetics, adopted last spring, have been gradually introduced. It will take at least two years to give these books a fair trial as the course of study in certain grades must be changed somewhat in order to use them to best advantage.

At least one good set of mental arithmetics should be purchased for each building.

The new edition of Tarr & McMurray's Geography has been substituted for the old in several rooms.

The most important change in text-books was the recent adoption of the New Educational Series of Music Readers, special mention of which is made in the report of the supervisor.

## TEACHERS

Since most of the teachers who left Andover during the past year resigned before my term of service began, I can only speak of them in general terms, but judging from the attainments of classes formerly under their charge, it is safe to assume that their work was of a high order.

There is one type of teacher whose loss is always keenly felt. I refer to the man or woman, who, besides the requisite scholastic attainments, is fortunate in the possession of that sympathetic personality which seems to win for him or her, without resort to harshness or repression, the regard and respect of pupils, and causes them to be orderly and studious from right motives.

As I go about from building to building and from room to room observing the spirit which prevails, the interest and attention of pupils, the enthusiasm of instructors in their efforts to secure the best possible results, the cheerful, intelligent response to every suggestion, the courtesy and loyalty to those in charge, I am more and more deeply impressed with the quality of service which the present corps of teachers is rendering to the people of the town. Still more strongly am I impressed with the possibilities of such a corps. There are minor faults



to be remedied, methods to be improved, the course of study to be modified, but conditions are favorable for real educational progress.

The following changes have occurred since February 1, 1911:

PUNCHARD SCHOOL — Resignations: Charles G. Willard, Christine Lewis, Ruth R. Jennison. Appointments: Eugene V. Lovely, Elizabeth M. Loftus, Caroline M. Davis.

STOWE SCHOOL — Resignations: Anna E. Chase, Alice L. Prescott, May Farnham. Appointments: James H. Morss, C. Alice Manning, Mabel A. Ward.

JOHN DOVE AND SAMUEL C. JACKSON SCHOOLS — Resignations: Elizabeth Ferguson, Katherine S. Pease, Jennie S. Abbott, Pearl M. Johnson. Appointments: Eva A. Libby. By transfer: Katherine T. Hannon, Florence I. Abbott, Margaret S. Hoyt.

INDIAN RIDGE SCHOOL — Resignations: Katherine E. Tracy, Althea L. Hastings, Cora M. Collins, Helen L. Follansbee. Appointments: Iva M. Fletcher, Frances Hobbs.

BRADLEE SCHOOL — Resignations: Hilla B. Hedberg. Appointments: Cecilia A. Derrah, Carrie R. French.

WEST CENTRE SCHOOL — Transferred: Margaret S. Hoyt. Appointment: Mary M. Prescott.

BAILEY SCHOOL — Resignation: Bertha S. Weber. Appointment: Violet A. Oates.

OSGOOD SCHOOL — Resignation: Marion D. Lowd. Appointment: Mabelle E. Langley.

DRAWING AND MANUAL TRAINING — On leave of absence: Grace A. Jenkins. Appointments: Gertrude T. Sauer, William F. Eastwood.

PHYSICAL TRAINING — Resignation: Jessie M. Thomson. Appointment: Helen J. Brown.

#### PENMANSHIP

Whatever the experiences of the past may have been, I firmly believe that all normal children in the public schools can be taught to write well. As in other lines, inheritance helps some



and hinders others, but penmanship being a mechanical process offers no insurmountable obstacles to the one who has patience and is willing to practice in the right way. Muscular movement has long since passed the experimental stage. It has proved its claims for ease of execution and speed. Patrons, however, must not expect the same finished results in letter formation, which were possible for instance with the labored vertical, from children in the lower grades. The smooth, even lines and uniformity of characters which give beauty to good writing require muscular control, which first and second grade pupils do not possess. Our chief concern with them is to establish right habits. In the upper grades many pupils are making marked progress, and nearly all are working with a spirit which makes success seem assured. I am pleased to note the increasing interest of teachers, several of whom are striving, by themselves or in groups, to become more familiar with the system through regular practice.

In one room, we have substituted for the copy-book formerly in use, The Palmer Manual, a text-book in penmanship. Lest anyone should fear that this implies another radical change, I wish to say that the underlying principles of the two systems are practically the same, the chief difference being in the method of presentation and a slight variation of a few characters.

### READING

Reading is one of the subjects the importance of which is never questioned. It is likely to have a place in the curriculum for some time to come. Even the severest critic of modern courses and modern conditions in the public school would hesitate to affirm that wonderful progress along this line has not been made during the past few years. Compared with the monotonous, dreary tones, hesitation and slow spelling out of unfamiliar words which were characteristic of the reading lesson in "the little red schoolhouse," the spirited, dramatic rendering of an interesting selection in a modern primary room, marks a pleasing change. The improvement is due to better books, better methods and better teaching. It is now not unusual for a child to read from ten to twenty books the first year. However, it

goes without saying that intelligent reading indicated by good expression, is more important than quantity. Here in Andover there is still much to be done along this line, but we are making special efforts to eliminate mechanical reading from our schools. In some cases, especially in the higher grades, where habits are established, the task is difficult, but the zeal of teachers, which we are doing our best to arouse, is already showing promising results. In a similar way, it is our purpose to give attention to each subject in turn.

### EXHIBITION AND DEMONSTRATION

About the first of May we hope to hold in Punchard Hall an exhibition of work done in all grades. At the same time a demonstration will probably be given by classes in domestic science, sewing, physical culture, typewriting, music, manual training, etc.

### TEACHERS' MEETINGS

The following meetings have been held since September:

Two conferences with principals.

Three conferences with rural school teachers.

Two general meetings.

Twenty-seven grade meetings.

### PRIZES FOR EXCELLENCE IN HISTORY

The local Chapter of the Daughters of the Revolution has offered five prizes to ninth grade pupils for general excellence in history during the year: two prizes to Stowe pupils; one to Bradlee; one to Bailey and one to West Centre.

### MASSACHUSETTS AGRICULTURAL CLUB

Owing to the dry weather during the summer, only a few pupils entered the corn and potato contest which was held this fall. Specimens were exhibited in Mr. Playdon's window. Messrs. Eames, Bailey and Donald served as judges. First honors for corn were awarded to William Foster, and for potatoes to John Noyes.

## SCHOOL SAVINGS BANK

If the proverbial "New England thrift" is to be encouraged and maintained our children must be taught, early in life, to save money. In the belief that the School Savings Institution would prove to be the most practical means of attaining that end, the Andover School Bank was established last month. The first deposits were received January 12. The enthusiasm shown by teachers and pupils has been very gratifying. We find that boys and girls have no hesitation in making small deposits at school, when they would never think of going to the Savings or Postal banks with like sums. It takes very little (usually about fifteen minutes) of the teachers' time, as children are allowed to bring money only on Monday mornings, from October 1 to June 1. The Andover Savings Bank, where all money is deposited, is legally responsible for all amounts credited upon the children's deposit cards, which constitute their receipts. While it is our purpose to encourage permanent savings, withdrawals may be made on bank days, provided the orders are countersigned by parents.

Whenever a child has been credited with three dollars, the minimum amount upon which interest is allowed, the Savings Bank issues a deposit book therefor in its usual form, and thereafter when the sums entered upon the School Bank card amount to one dollar or multiples thereof, such deposits are transferred and recorded by the bank upon the child's pass-book.

The superintendent serves as head of the bank and all general funds are deposited in his name, as trustee for the pupils. Any interest accruing from the trustee account will first be charged with expenses of blank forms, and will then be turned over to the head of the bank for such school uses as he may decide.

The following statement for January may be of interest:

No. of Depositors	598
No. of Private Accounts	12
January 12 Deposits	\$ 53 25
January 15 Deposits	105 29

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January 22 Deposits	97 72
January 29 Deposits	101 05
	<hr/>
Total Deposit	357 31
Private Accounts	52 83
Trustee's Account for Month	304 48

### CONCLUSION

The public school problem is growing more and more complex. It is our duty to mould the boys and girls entrusted to us into men and women possessing, so far as possible, good health, practical knowledge, originality, initiative, skill of hand, right tastes and habits, love of music, appreciation of art and literature, and at the same time able to take the right attitude on civic, social and moral questions. This is the general problem. Add to this the fact that by inheritance the pupils who come to us are widely different in physical, mental and moral capacity, and that each consequently becomes an individual problem to the teacher who has him or her in charge. We shall strive to keep all the above-mentioned aims in mind, always laying special stress upon the fundamental branches, but giving to each of the other subjects the amount of time and attention which its relative importance seems to warrant. We shall strive to surround all with helpful influences, and to lay an educational foundation broad and deep enough to support whatever superstructures may be added in years to come.

The reports of the Principal of the Punchard School, together with those of the Supervisors of Music, Drawing, Physical Culture, Domestic Science and Manual Training supplement this report and deserve careful consideration. The appendix contains the school calendar and various statistical tables which may be of interest.

In conclusion, Gentlemen of the Committee, I feel sure that I voice not only my own sentiments, but those of the people of the town, when I express my appreciation of your excellent

business management and progressive educational ideas, which have been important factors in maintaining a high standard of efficiency in the schools. For your wise counsel and support, for the loyalty of teachers and friendly coöperation of parents, I am deeply grateful.

Respectfully submitted,

GEORGE M. BEMIS

## REPORT OF THE PRINCIPAL OF THE PUNCHARD SCHOOL

---

*To the Superintendent of Schools and the Trustees of Punchard Free School.*

GENTLEMEN:— I have the honor to submit my second report as Principal of the Punchard School.

The present membership of the school is 101; the lowest enrollment during the year was 96; the highest 104. Although these figures are about the same as those of the preceding year, they serve to call attention to the fact that the school is not as large as it should be. Even when the number of graduates of the ninth grade who go to the Academies is included, the percentage of pupils attending the secondary schools remains small. In the upper grades of the grammar school and in the first year of the high school, very many scholars drop out and end their formal education. The result is a personal loss which is often deeply regretted later and a lamentable injury to the community which provides the means of education.

It is true that, in some instances, this failure to continue with the school course is due to the necessity of sharing in the bread-winning of the family; in a few other instances to inability to go on with the prescribed work of the course. However, there remains a very considerable number of boys and girls who can afford the time and have the ability to continue in school, but who fail to make good and are allowed to leave. The fault may be with the pupil himself, with the parents or with the school.

The age at which this loss most frequently occurs is the critical one when boys are passing into young manhood. The rapid physical growth brings with it awkwardness, self-consciousness and diffidence. The boy often masks his real nature under a boisterous bravado and is more eager to be approved by his mates than to succeed in school or to please his parents. He hardly knows himself what he wants, but acts under the impulse of the moment. Easily discouraged, he has not



stamina enough to meet a crisis with determination and so, after a slight failure at school, gives up the attempt. Annoying as such a boy may be, he sometimes deserves our sympathy more than our reprobation.

Too many parents depend on their own children for their knowledge of the school and its condition. The information which is so obtained is often exceedingly unreliable and yet boys are allowed to make changes which may affect their whole lives simply because the parents are unable to coöperate with the school in compelling regularity of attendance and habitual study. No pupil can be successful in the high school who does not spend *at least* two hours a day in home study. It is evident that the parents are the only ones who can see that this is done; yet many accept the simple statement of the pupil that he does not need to study, and allow him to waste his strength and time in all sorts of outside amusements. I earnestly urge each parent to learn from the school itself the standing of his children. The report cards and other notices should be supplemented by personal interviews whenever the record seems unsatisfactory.

But the school itself must not shirk its own responsibility for some of the failures. I know it is the earnest desire of every member of our present teaching force to do the utmost for each pupil and it is the purpose of those who plan the work to meet the needs of as wide a range of aim and ability as is likely to be found among those who come to us. The changes which I recommended a year ago and which were for the most part adopted and went into effect in September, were intended to secure this greater efficiency.

The course in Domestic Science has met with a hearty welcome by the girls and has proved an undoubted success. About one-third of the girls of the school elected it — quite as many as we could comfortably accommodate. The work has been made thoroughly practical and a visit to the class will convince the most skeptical that it is not a fad or “educational frill.”

Another change has been the introduction of the classes in physical training for the girls. This work has been prescribed for

all the girls except such as are unable to profit by it. For the work itself, I have the highest opinion, but the limitations of time and space tend to minimize its efficiency. The Supervisor can give us but forty-five minutes a week during the regular school sessions and the school has to be divided into two squads, so that each girl gets less than an hour every two weeks. It is difficult to arrange the school program to make room for this work in the morning; it would be much better if it could be given afternoons. So long as it is prescribed, however, it seems impractical to do this.

It will be noticed that the two important changes in our courses of study have been in the direction of broadening the training of the girls. Yet the greatest loss by leaving school is among the boys. Our most serious problem is to provide a means of retaining the interest of the boy in his own success until he has established some habit of right thinking and consistent application. For the boy who has little natural aptitude for study, this opportunity may often be afforded by some form of well directed manual work. As I said a year ago, the benches and tools already owned by the town and in use in the grades might be available for the high school boys, if the time of the instructor could be secured.

Three changes in our teaching force took place with the close of the school year. It seems to me that this is not the place to dwell on the personal side of these changes, but I do wish to call attention to the serious weakness which must result in one department where the changes are most frequent. By long tradition, the instructor in science is in charge of the athletics among the boys. In the fifteen months I have been here, there have been no less than three men in that position. The worst phase of the situation is that the abler a man is the sooner the change is likely to come. It is unnecessary to argue that such frequent changes injure the efficiency of the courses in science. It is equally evident that this position which involves the closest personal contact with the boys ought to be filled by one man long enough to enable him to make the most of this intimate relation.



I should like to call attention to the need of renewing the interior decoration of the school building. In nearly every room and corridor this is apparent to the most casual visitor. For the sake of the aesthetic and moral influence on the students this work should be done. Another material need is apparatus for the work in Physics. Some of the older material has been worn out and some outgrown by the advances in the subject. A little money each year would soon bring the equipment up to our needs.

A careful study of the local conditions convinces me that this high school has its peculiar mission to perform. Notwithstanding the fact that there are in the neighborhood, the two Academies with their splendid opportunities for college preparation, the Textile and Industrial Schools leading to special vocation and the Commercial Schools with their intensive work for business life; yet there remains our own opportunity. Whatever the changes in course of study or administration which the passing years may seem to require, the central aim of the Punchard School should remain *cultural*. To acquaint our young people with the conditions of the world in which they find themselves and to give them the vision of an ideal society toward whose realization they shall be moved to pledge their best and most enthusiastic effort; this, it seems to me, is the constant challenge of our work.

Respectfully submitted,

N. C. HAMBLIN

## REPORT OF SUPERVISOR OF MUSIC

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*To the Superintendent of Schools:—*

The plan adopted last year in teaching music in the grades has been pretty generally followed this year. A few modifications, however, have been made, chiefly in the lower grades, for the purpose of heightening the interest and joy in the work; and some of these modifications, such as seeing with the mind's eye various notes in a certain key and the good-natured but intense rivalry aroused between the rows in a room in detecting different tones and rhythms by means of the ear only, have been productive of much good. Throughout all the grades the same stress has been put on ear-training, both tonal and rhythmical, and fully as much attention as was given last year has been given this year to the production of good, pleasing quality of tone in singing.

It is very gratifying to note that recently new books have been distributed to many of the grades and have been very gladly welcomed. It is expected that a very decided improvement will take place shortly because of the stimulation afforded by these books; they certainly contain far more attractive songs and exercises than the old books and present such variety of style that the pupils' perspective of music will be greatly enlarged and their emotional powers considerably enriched.

At the Punchard School music has been made an elective. Heretofore all the time has been taken up in the preparation of music for the speaking contests and the graduation exercises; but now only part of the time will be so used and the rest will be devoted to the study of the structure and the contents of the music taken up. Whenever the composer of the piece of music selected for study is one on whom the world has put its stamp of greatness, biographical comments will be made.

The kindness of all with whom I work, shown in their consideration and hearty coöperation is most gratefully acknowledged.

Respectfully submitted,

HENRY L. STONE

# REPORT OF THE SUPERVISOR OF DRAWING

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## *To the Superintendent of Schools:—*

In giving a report of the work in the Manual Arts, I should first like to state just what the purpose of the course is.

The following aims seem to be the four most important ones :

1. To develop the creative power.
2. To teach the pupils to see truly.
3. To form habits of accurate workmanship.
4. To develop an appreciation of the beautiful as it exists in nature, in the common objects which surround us in our daily life, and in the higher forms of art, such as painting and sculpture.

The subjects to be taught are free-hand and mechanical drawing, sloyd, cardboard construction, weaving and applied design. Each of these subjects necessitates the mastering of various principles, for example,—in free-hand drawing we must learn the principles of perspective, including the foreshortening of lines and of surfaces and the convergence of lines.

In the lower grades the work will be wholly with concrete objects, while in the higher grades the pupils will gradually arrive at the point where they can treat the subject in a more abstract manner, studying a few principles and theories. That is, instead of giving the children of the fifth and sixth grades the principles of the foreshortening of ellipses, we will induce them to make a good many drawings of round objects placed at different levels, leading them to observe the changes in the ellipses very carefully. After a child has made several drawings he is ready to assimilate or even to formulate for himself the theory of the foreshortening of ellipses. On the other hand, if the principle is given first, the child, since he has no experience of his own, is not ready to receive it and either forgets the truth altogether, or accepting the rule verbatim, makes his drawings according to a formula without observing nature.

Just one word about the problems or projects to be used in

teaching the various principles. We teachers deem it wise and necessary to teach a class of pupils the need for accuracy of workmanship. The children, not having the benefit of our years and experience, will, without doubt, be unconvinced of the importance of careful workmanship. But unless we do gain the interest of the children and convince them of the usefulness of their task, our end is doubly hard, if not impossible, to attain. It is necessary, therefore, to supply a purpose which will seem to be an important one according to the child's point of view, all the while keeping our own aim in the background. For instance, let us interest the children in making the furniture for a doll house. How quickly they realize the necessity for accuracy and how hard they strive to obtain it; for tables and chairs will not stand erect when made of paper which has been carelessly measured. And so in choosing problems for all the grades, I have kept in mind the fact that my aim must be double, containing first the purpose of the project itself, appealing to the immediate needs of the child, and second the larger aim which will be of benefit to him in after years.

We must have enthusiasm — enthusiasm on the part of the child, and enthusiasm on the part of the teacher — to achieve any lasting good.

I should like to take this occasion to extend my heartiest thanks to the superintendent and to all of the teachers for their kindly assistance and coöperation.

Respectfully submitted,

GERTRUDE T. SAUER.

# REPORT OF SUPERVISOR OF MANUAL TRAINING

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*To the Superintendent of Schools:—*

Sloyd or Educational Manual Training aims to give an all-round development to the threefold nature of the child,—viz., physical, mental and moral.

## PHYSICALLY

Sloyd tries to adopt positions and movements that are healthful. It realizes the importance of correct positions whilst the muscles are being brought into action. If a correct, vigorous use of the muscles of hand, arm and shoulder as also those of the leg, trunk, and chest is provided, important physical and mental results are secured. The brain grows with muscular activity, especially during the formative period of a child's life. Sloyd insists upon the best hygienic position while the pupil is at work.

## MENTALLY

“By insisting upon excellence of workmanship it produces a more thoughtful, more accurate, more self-reliant and a more alert mind.”—*G. Lansen*.

The worker should have a good reason for every exercise and every tool that he uses. “A mind full of good thoughts has no room for evil thoughts.” Sloyd washes up a boy intellectually.

## MORALLY

“An important point in moral training is that will power is strengthened.”

Sloyd accomplishes this because each model is designed to arouse and sustain interest. The model has an attractive and useful end in view which the boy wishes to reach and can only reach by his own personal effort. Sloyd aims to develop “an eye that winces at false work and loves the true.” The moral value is clear when boys will reject their own laboriously finished models and try again for perfection.

To secure these aims sloyd offers a carefully progressive

course of work from easy to difficult, so that the children are not easily discouraged and excellent results are attainable. The model given to the pupil always calls for the making of an attractive and useful object. "The boy likes to make it and knows it to be worth making." Tools and exercises are selected after careful thought has been given to the best muscular development of the boy. Monotonous repetition in the use of a tool is avoided.

"All instruction for the boy leaves when his notions become automatic."—*Pres. Eliot.*

In Andover the boys have many advantages over the boys of the large city because their resources for physical development and exercise are greater. They have the fields, river, lake and forest near at hand. In school they are close to nature's heart. The physical training of sloyd is not so much needed, hence our time and thought must be turned to the development of the mental and moral qualities of the boy's nature. The moral qualities of perseverance, honesty, truthfulness and manliness and the mental qualities of accuracy, system and love of order must be strengthened. They need to be able to discriminate between good and bad work. The care and the value of tools need to be cultivated. They speak of a "hunk of wood" where the city boy says "a piece of wood." Therefore habits of thrift in the use of lumber need to be installed:

All this cannot be accomplished at one stroke. Time and perseverance on the part of the teacher and the moral support and confidence of the school authorities will be needed to attain these ends.

The superintendent of one of our public institutions once said that he could tell manual training boys by the way in which they took hold of the work outside; they manifest more intelligence and method.

Respectfully submitted,

WILLIAM F. EASTWOOD.



## REPORT OF SUPERVISOR OF DOMESTIC SCIENCE

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*To the Superintendent of Schools:—*

The Domestic Science Department seems to be the solution of a problem peculiar to the emotional and physical activity of the girl at a vital period of development. It opens a field for this activity which centres about her natural sphere, an activity which might otherwise be misdirected.

The course this year has included every subject relating to the home: choice of site for the house, building, sanitation, furnishing, chemistry of food, cooking, hygiene and sewing. Great stress has been placed upon the distribution of the family income and the beautifying of the home as a social centre for the family. The system provides for practical application of theory: this tends to inspire a higher appreciation of and love for home; to develop the social consciousness and self-reliance of the girl and to cause her to feel useful and confident in other branches because she has seen the result of work done. This practical work emphasizes the importance of cleanliness and gives a knowledge of the use of materials through buying and planning. It should equip her for womanhood that she may meet family and social problems in an intelligent and practical manner.

Before each cooking lesson three housekeepers are appointed to purchase supplies. When the class meets, these report on prices and a demonstration follows. The pupils are then divided into groups and work out the receipt that has been discussed. Each girl understands that she is responsible for the success of the work and that her attention is necessary every moment. The classes are able to pass judgment upon the finished work as they eat what they have cooked. The friendly competition between groups acts as an incentive and tasks which might seem uninteresting at home take on another aspect.

I am inclined to think that the direct application of the principles of sewing to garment making is more interesting and of

more practical value. For this reason I have not emphasized the making of stitch samples. Each girl has been responsible for the cutting and making of the garment, from the simple patterns of the lower grades to the more intricate work of the Punchard School.

I wish to express my appreciation of the interest which the superintendent and principal have shown in the work.

Respectfully submitted,

ELIZABETH M. LOFTUS.



## REPORT OF SUPERVISOR OF PHYSICAL TRAINING

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*To the Superintendent of Schools:—*

The purpose of physical training in the public schools is to re-create. That is, by means of change of position and occupation to furnish the children rest from previous work and new power for continued diligence. Long confinement to one position brings aching muscles and consequent restlessness. The only remedy is a change of position with corrective and developing movements. To this end exercises should be chosen in the first place to correct particular defects accompanying school routine (and here let me urge the importance of daily practice). Secondly, wisely selected exercises draw the blood away from the brain and distribute it to all parts of the body, thus refreshing both intellect and physique. Moreover, the introduction of play, besides affording recreation, fosters some of the fundamental virtues such as enthusiasm, loyalty, fairness and generosity.

All theory is useless unless accompanied by results. Let us not be mistaken, however, in our criticism of results. Should an exhibition show merely a large variety of well-performed exercises or should there be evidence rather of permanently formed good habits of poise and motion?

Respectfully submitted,

HELEN JEFFERSON BROWN

## REPORT OF SCHOOL PHYSICIAN

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*To the Superintendent of Schools:—*

I herewith present my report for the year ending January 31, 1912.

During the past year two noteworthy actions taken by the School Committee for the betterment of the physical welfare of the children are the improvements made in the John Dove building and the employment of a teacher of physical culture.

The changes in the John Dove building speak for themselves, and the lessening of the dust nuisance, which is so evident, alone makes the expenditure worth while. In the line of physical culture the work begun by Miss Thomson and continued by Miss Brown is already in evidence as shown by the interest of the pupils in a better standing posture, more erect carriage, and in the exercises which are so necessary in the building up of bodily strength.

And here a word as to ventilation. The Andover school-rooms are all ventilated by what is practically natural ventilation and depends on ideal outside weather conditions for its greatest efficacy. It follows that, on most days, open windows are a necessity and therefore one sees the advisability of airing each room at frequent intervals. Windows should be open for some time before school begins in the morning, during each recess and dinner hour, and, if possible, once during each session while the physical exercises are being practiced.

With regard to contagious diseases, we have again been fortunate; the only serious cases having been a few sporadic ones of scarlet fever. The attendance has been somewhat interfered with by cases of whooping-cough and chicken-pox during the present term, but they are now lessening in number and frequency.

It may be well to again call attention to the lack of proper care of the teeth among children of school age and to urge, on

teachers and parents alike, the importance of education in this important subject.

During the year the following cases have been seen and parents notified, when necessary:

#### THROAT, NOSE, ETC.

Enlarged tonsils	35
Adenoids	17
Nasal obstruction	3
Enlarged Ceroical glands	28
Cerumen in ear	5

#### DEFORMITIES

Spine	3
Chest	2
Extremities	4

#### SKIN DISEASES

Chicken-pox	2
Pediculosis capitis	28
Impetigo contagiosa	11
Scabies	2
Other skin diseases	5

#### EYES

Conjunctivitis	5
Strabismus	2
Stye	3

#### GENERAL

Under-nutrition	8
Nervousness	6
Corea	2
Defective mentality	4
Heart disease	4
Anemia	10
Phimosis	3

The eye and ear tests resulted as follows :

Number examined	1195
Defective vision	137
Defective hearing	35
Notices sent	139

In conclusion I wish to thank the School Committee, Superintendent, the teachers and janitors and the Board of Health, who have all helped to make the work effective and pleasant.

Respectfully submitted,

W. DACRE WALKER, M. D.

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## REPORT OF TRUANT OFFICER

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*To the Superintendent of Schools:—*

I herewith submit the following report for the year 1911 :

Number of cases reported	127
Number of cases investigated	127
Number of truants	25
Number of absences with legal excuse	10
Number absent because of sickness	25
Number absent for lack of clothing	1
Number absent to help at home	40
Number absent for other insufficient reason	24
Number of cases prosecuted	7
Number of visits to factories	0
Number found working without certificates	0
Number found and taken to school	2

Respectfully submitted,

JAMES NAPIER,  
*Truant Officer*

# APPENDIX

# SCHOOL CALENDAR

1912

## SECOND TERM — EIGHT WEEKS

January 1, Monday,	Second term begins
February 22, Thursday,	Washington's Birthday. Holiday
February 23, Friday,	Second term ends

## RECESS — ONE WEEK

## THIRD TERM — EIGHT WEEKS

March 4, Monday,	Third term begins
March 15, Friday, 7.30 P.M.,	Lincoln Spelling Contest
March 22, Friday, 7.45 P.M.,	The Barnard Speaking
April 19, Friday,	Patriot's Day. Holiday
April 26, Friday,	Third term ends

## RECESS — ONE WEEK

## FOURTH TERM — SEVEN WEEKS

May 6, Monday,	Fourth term begins
May 30, Thursday,	Memorial Day. Holiday.
June 20, Thursday, 3.30 P.M.,	Grammar School Graduation
June 20, Thursday, 8.00 P.M.,	Punchard School Graduation
June 21, Friday,	Fourth term ends

## VACATION — ELEVEN WEEKS

## FIRST TERM — FIFTEEN WEEKS

September 9, Monday,	First term begins
November 28, Thursday,	Thanksgiving Day. Holiday
November 29, Friday,	Special Holiday
December 13, Friday,	The Goldsmith Speaking
December 20, Friday,	First term ends

## RECESS — ONE WEEK

1913

## SECOND TERM — EIGHT WEEKS

December 30, Monday,	Second term begins
February 21, Friday,	Second term ends

## RECESS — ONE WEEK

## THIRD TERM — EIGHT WEEKS

March 3, Monday,	Third term begins
March 14, Friday 7.30 P.M.,	Lincoln Spelling Contest
March 21, Friday, 7.45 P.M.,	The Barnard Speaking
April 25, Friday,	Third term ends

## RECESS — ONE WEEK

## FOURTH TERM — SEVEN WEEKS

May 5, Monday,	Fourth term begins
May 30, Friday,	Memorial Day. Holiday
June 19, Thursday, 3.30 P.M.,	Grammar School Graduation
June 19, Thursday, 8.00 P.M.,	Punchard School Graduation
June 20, Friday,	Fourth term ends

# STATISTICS

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Population, 1910		7301
Children between five and fifteen years of age,		
September 1, 1911:		
Males	543	
Females	574	1117
Children between seven and fourteen years of age,		
Males	369	
Females	424	793
Valuation of Andover, 1911	\$7,184,737	00
Valuation of schoolhouses and lots	179,000	00
Estimated value of books and apparatus	13,000	00
Tax rate per \$1,000		16 50
Total cost for support of schools (including salaries and expenses paid by the Trustees of the Punchard Free School)	45,816	54
Total cost to the town for the support of schools	42,494	04
Total cost of repairs and improvements	6,520	89
Amount per \$1,000 of valuation raised by taxation and expended for the support of schools		5 92
Amount per \$1,000 of valuation raised by taxation and expended for repairs and im- provements		91
Total expenditure per pupil for the support of schools	38	94
Total cost to the town per pupil for the support of schools	36	10
Number of school buildings		12
Number of school rooms		42
Number of rooms occupied		39
Number of principals of buildings		7
Number of special teachers		5



# RANK IN ATTENDANCE — 1910-11

Rank	School	Grade	Teacher	Attendance
1	Bradlee	VIII, IX	Clara A. Putnam, Prin.	97.5
2	Richardson	IV-VI	Emma L. Ward	97.1
3	Richardson	I-III	Helen W. Battles, Prin.	96.5
4	Punchard	High	Nathan C. Hamblin, Prin.	96.4
5	Bradlee	IV, V	Katherine T. Hannon	96
6	Indian Ridge	VII, VIII	Etta M. Dodge, Prin.	{ 95.31
	Bradlee	VI, VII	Cynthia E. Flint	
7	Indian Ridge	II, III	Lena M. Clark	95.2
8	Stowe	IX	Anna E. Chase, Prin.	94.6
9	Stowe	VII	Caroline J. Burt	94.33
10	Stowe	VII, VIII	Alice L. Prescott	94.32
11	Indian Ridge	V, VI	Eliza V. Coburn	94.28
12	Bradlee	II, III	Ruby S. Copeland	94.2
13	John Dove	IV	Susie A. Sweeney	94
14	West Centre	V-IX	Emily F. Carleton, Prin.	93.8
15	John Dove	V	Annie M. Downes, Prin.	93.7
16	Indian Ridge	I	Cora M. Collins	93.5
17	Stowe	VI	May Farnham	93.4
18	Indian Ridge	IV, V	Katherine E. Tracy	93.3
19	Stowe	VIII	Grace Hill	93.2
20	Bradlee	I	Florence I. Abbott	92.7
21	John Dove	III	Katherine S. Pease	92.4
22	Stowe	VI	Carolyn A. Dean	92.3
23	John Dove	III, IV	Elizabeth Ferguson	92
24	John Dove	II	Lucy Anne Allen	91.1
25	Bailey	I-IX	Violet A. Oates	90.7
26	Osgood	I-VI, VII	Marion D. Lowd	90.1
27	S. C. Jackson	I	Florance M. Prevost	90
28	John Dove	II	Jennie S. Abbott	89.4
29	S. C. Jackson	I	Adèle H. Duval	88.3
30	North	I-IX	Annie A. Shirley	86.8
31	Indian Ridge	Kindg.	Pearl M. Johnson	85.6
32	West Centre	I-IV	Margaret S. Hoyt	84.8
33	S. C. Jackson	Kindg.	Pearl M. Johnson	82.3

## BY SCHOOLS

1	Richardson	96.8
2	Punchard	96.4
3	Bradlee	95.5
4	Stowe	93.6
5	Indian Ridge	92.8
6	Bailey	90.7
7	John Dove & S. C. Jackson	90.3
8	Osgood	90.1
9	West Centre	89.3
10	North	86.8
	Average for all Schools	92.2

# RANK IN PUNCTUALITY — 1910-11

Rank	School	Grade	Teacher	Average No.
				of Tardinesses
1	Indian Ridge	I	Cora M. Collins	.49
2	Richardson	IV-VI	Emma L. Ward	1.25
3	Bradlee	VI, VII	Cynthia E. Flint	1.4
4	Indian Ridge	VII VIII	Etta M. Dodge, Prin.	1.44
5	Richardson	I-III	Helen W. Battles, Prin.	1.46
6	Bradlee	IV, V	Katherine T. Hannon	1.47
7	Stowe	IX	Anna E. Chase, Prin.	1.5
8	John Dove	IV	Susie A. Sweeney	1.8
9	Indian Ridge	IV, V	Katherine E. Tracy	1.85
10	Indian Ridge	II, III	Lena M. Clark	1.86
11	West Centre	V-IX	Emily F. Carleton, Prin.	1.96
12	John Dove	II	Lucy Anne Allen	1.98
13	S. C. Jackson	I	Adèle H. Duval	2.
14	S. C. Jackson	I	Florance M. Prevost	2.04
15	Stowe	VII, VIII	Alice L. Prescott	2.13
16	John Dove	V	Annie M. Downes	2.18
17	Bradlee	II, III	Ruby S. Copeland	2.2
18	John Dove	III	Katherine S. Pease	2.3
19	Stowe	VII	Caroline J. Burtt	2.38
20	Indian Ridge	V, VI	Eliza E. Coburn	2.44
21	Stowe	VI	Carolyn A. Dean	2.46
22	Osgood	I-VI, VII	Mabel C. Barnes	2.6
23	Bradlee	I	Florence I. Abbott	2.7
24	Stowe	VI	May Farnham	2.81
25	Bradlee	VIII, IX	Clara A. Putnam	2.84
26	Stowe	VIII	Grace Hill	2.97
27	West Centre	I-IV	Margaret S. Hoyt	2.98
28	John Dove	III, IV	Elizabeth Ferguson	3.
29	John Dove	II	Jennie S. Abbott	4.18
30	Bailey	I-IX	Violet A. Oates	4.26
31	Punchard	High	Nathan C. Hamblin	4.58
32	North	I-IX	Annie A. Shirley	6.66

## BY SCHOOLS

1	Richardson	1.35
2	Indian Ridge	1.61
3	Bradlee	2.12
4	Stowe	2.38
5	West Centre	2.47
6	John Dove & S. C. Jackson	2.477
7	Osgood	2.63
8	Bailey	4.26
9	Punchard	4.58
10	North	6.66
	Average for all Schools	3.03

# ATTENDANCE STATISTICS — 1910-1911

SCHOOL	GRADE	ENROLLMENT						Average membership	Average attendance	Per cent. of Attendance	Half days absence	Unexcused absence	Tardinesses	Dismissals	Length of school in months and days	Visits by parents and patrons	Visits by Superintendent	Visits by school committee	Visits by physician
		Boys	Girls	Total	Under 5 years	5 to 15 years	Over 15 years	7 to 14 years											
Punchard . . . . . Stowe . . . . .	High IX VIII VII, VIII VII	48	62	110	.	19	91	5	101.7	98.1	96.4	406	466	181	9-8	15	4	12	3
		20	30	50	.	50	.	25	46.3	43.8	94.6	236	73	41	9-4½	9	20	.	.
		22	20	42	.	40	.	31	43.	43.	93.2	315	28	41	9-4½	19	9	.	.
John Dove . . . . .	VII, VIII VI VI V IV, IV III	22	23	45	.	44	.	39	37.	31.9	94.3	299	89	128	9-5	12	8	.	.
		24	21	45	.	43	.	41	42.3	39.9	94.3	797	101	27	9-4½	20	11	.	1
		24	27	51	.	48	.	47	43.6	40.1	92.4	1073	146	46	9-4	4	10	.	4
		26	18	44	.	44	.	44	45.6	42.6	93.4	1981	166	129	9-4½	20	19	.	.
		28	18	46	.	45	.	45	41.7	36.4	93.7	961	177	91	9-4½	21	27	.	.
		16	24	40	.	40	.	42	38.7	31.7	92.4	837	70	31	9-4½	23	16	.	.
Samuel C. Jackson . . . . .	II I I	23	22	45	.	45	.	34	35.4	31.7	89.4	148	86	52	9-3½	23	5	.	3
		23	23	46	.	44	.	3	33.7	30.7	91.1	1227	148	11	9-4½	23	9	.	4
		23	25	48	.	46	.	3	35.6	35.6	88.3	1692	266	16	9-5½	35	12	.	.
Indian Ridge . . . . .	VII, VIII V, VI IV, V IV, V II, III I	13	10	23	.	3	.	.	16.4	13.4	82.3	2720	81	9	9-5½	35	20	3	7
		12	19	31	.	38	.	28	25.6	24.4	85.3	1108	189	37	9-6	38	10	3	4
		17	21	38	.	38	.	38	31.5	21.7	94.2	618	235	77	9-9½	13	17	3	4
		18	22	40	.	40	.	40	33.6	33.6	93.3	820	151	67	9-8½	14	17	3	4
		24	14	38	.	43	.	34	38.	38.	95.2	662	102	67	9-9½	12	17	1	6
		17	13	30	2	28	1	2	28.1	26.3	93.5	1076	206	13	9-3½	12	12	1	6
Bradlee . . . . .	K, g, t, n VIII, IX V, VII IV, V II, III	15	11	26	15	1	.	.	15.8	15.4	97.5	320	102	1	9-7	2	3	4	6
		10	5	15	15	13	2	10	21	32	96.	524	185	45	9-4½	6	11	3	2
		16	22	38	37	37	2	36	38	38.	95.3	667	132	63	9-5½	16	18	3	7
Richardson . . . . .	I-III IV-VI V-IX IV, V II, III	18	27	45	37	45	.	45	44.7	42.9	94.2	820	167	80	9-6	53	18	4	7
		15	22	37	37	37	.	28	38	36.2	92.7	55	80	15	9-1½	49	10	2	3
		18	15	33	33	31	4	4	29.5	27.3	96.5	34	33	92	9-5½	19	12	1	5
West Centre . . . . .	I-III IV-VI V-IX I-IV I-VIII	11	15	26	26	26	1	30	26.1	28.6	97.1	312	103	37	9-9	21	12	1	4
		16	15	31	30	30	1	30	23.1	23.1	93.8	372	91	35	8-1	18	10	.	2
		15	7	22	21	21	1	14	17.8	16.5	84.8	986	404	6	9-4½	11	10	1	2
North . . . . . Bailey . . . . . Osgood . . . . .	I-VIII I-VIII I-VIII I-IV, VI, VIII	12	13	25	1	24	.	25	32.4	28.1	86.8	2909	215	43	9-4½	5	10	.	1
		11	15	26	34	34	.	21	23.7	21.5	90.7	763	63	10	9-1½	10	10	.	2
		8	9	17	17	17	.	15	16.7	15.1	90.1	671	53	44	9-1	10	10	.	.
Totals . . . . .	. . . . .	608	652	1260	37	1122	99	829	1177.0	1095.1	93.04	6292	2937	953	9-3	683	418	47	103

\*Opened after beginning of school year.

# TEACHERS

FEBRUARY 1, 1911—JANUARY 31, 1912.

SCHOOL.	GRADE.	NAME	First Election	Resignation	SALARY	EDUCATION
<b>Punchard</b>	Principal—Latin	Nathan C. Hamblin	1910	.....	\$1900.00*	\$ Harvard University
	Science	{ Charles G. Willard	1911	1911	1000.00	Bowdoin College
	English	{ Eugene V. Lovely	1911	.....	950 00	Bates College
	Mathematics	{ Harriet A. Foss	1910	.....	850 00	Wellesley College
	Business	{ Ruth E. Jennison	1910	1911	850 00†	Boston University
	French and German	{ Caroline M. Davis	1911	.....	800.00	Wellesley College
	History	{ Edna G. Chapin	1906	.....	850 00†	Smith College
		{ Louise M. Farnsworth	1910	.....	850.00	Tufts College
		{ Christine L. Lewis	1908	1911	800.00†	Radcliffe College
		{ Elizabeth M. Lofthus	1911	.....	600.00	Tufts College
<b>Stowe</b>	Prin.—IX	{ Anna E. Chase	1886	1911	850 00	Salem Normal
	VIII, IX	{ James H. Morse	1911	.....	900 00	Boston University
	VII, VIII	{ Grace Hill	1900	.....	650 00	Salem Normal
	VII	{ Alice L. Prescott	1909	1911	550.00	Lowell Normal
		{ G. Alice Manning	1911	.....	550.00	Somerville (Mass.) High School
	VI, VII	{ Caroline J. Burt	1903	.....	575.00	Bridgewater Normal
	VI	{ May Farnham	1910	1911	500.00	Farmington (Me.) Normal
	Prin., V	{ Mabel A. Ward	1911	.....	550 00	\$ Bridgewater Normal
	IV, V	{ Carolyn A. Dean	1892	1910	550.00	Punchard Free School
		{ Annie M. Downes	1898	.....	800 00	Symonds High School
<b>John Dore and Samuel C. Jackson</b>		{ Margaret C. Kimball	o	.....	600.00	Salem Normal
		{ Susie A. Sweeney	o	.....	550.00	Framingham Normal
	III, IV	{ Katherine T. Hannon	**	**	550 00	Lowell Normal
	III	{ Elizabeth Ferguson	1907	1911	475.00	Salem Normal
	III	{ Katherine S. Pease	1910	.....	500 00	Johnson (Vt.) Normal
	III	{ Margaret S. Hoyt	**	**	550.00	Plymouth (N. H.) Normal
	II	{ Eva G. Libby	1911	.....	550.00	Gorham (Me.) Normal
	II	{ Jennie S. Abbott	1890	1911	525 00	Salem Normal
	II	{ Florence I. Abbott	**	**	550 00	Salem Normal
	I	{ Lucy Anne Allen	1906	.....	550.00	New Britain (Conn.) Normal
<b>Kindergarten</b>	I	{ Adèle H. Duval	1898	.....	600.00	Winona (Min.) Normal
		{ Florence M. Prevost	1898	.....	600.00	Lucy Wheelock K'gt'n Tr. School
		{ Pearl M. Johnson	1910	.....	500.00	Rhode Island Normal

Indian Ridge	V, VI IV, V II, III	{ Katherine E. Tracy	1910	1911	500.00	Lowell Normal
		{ Iva M. Fletcher	1911	.....	500.00	Plymouth (N. H.) Normal
		{ Lena M. Clark	1910	.....	550.00	Plymouth (N. H.) Normal
	I	{ Althea L. Hastings	1910	**	500.00	Johnson (Vt.) Normal
		{ Cora M. Collins	1911	1911	500.00	New Britain (Conn.) Normal
		{ Helen L. Follansbee	1911	1911	500.00	Newburyport (Mass.) Tr. School
		{ Frances Hobbs	1911	.....	500.00	Nashua Training School
	Kindergarten Prin., VIII, IX VI, VII	{ Pearl M. Johnson	1910	1911	500.00	Rhode Island Normal
		{ Clara A. Putnam	1895	.....	800.00	Symonds High School
	IV, V II, III	{ Cynthia E. Flint	1911	.....	525.00	Bridgewater Normal
{ Katherine T. Hannon		1906	**	525.00	Lowell Normal	
{ Hilla B. Hedberg		1911	1911	500.00	Rhode Island Normal	
Bradlee	I	{ Cecilia A. Derrah	1911	.....	500.00	Salem Normal
		{ Ruby S. Copeland	1910	.....	550.00	Framingham Normal
		{ Florence I. Abbott	1892	**	525.00	Salem Normal
	Prin., I-III IV-VI Prin, V-IX	{ Olive J. Palm	1911	.....	500.00	Lowell Normal
		{ Carrie R. French	1911	.....	500.00	\$Salem Normal
		{ Helen M. Battles	1886	.....	675.00	Punchard Free School
	I-IV I-VIII	{ Emma L. Ward	1907	.....	525.00	\$Oberlin College
		{ Emily F. Carleton	1901	.....	600.00	Johnson High School
	I-IX	{ Margaret S. Hoyt	1910	**	500.00	Plymouth (N. H.) Normal
		{ Mary M. Prescott	1911	.....	500.00	\$Lowell Normal
Bailey	I-V, VII	{ Annie A. Shirley	1909	.....	550.00	Bridgewater Normal
		{ Bertha S. Weber	1910	1911	475.00	Hyannis Normal
		{ Violet G. Oates	1911	.....	500.00	\$Salem Normal
	Dr. and M. Tr.	{ Marion D. Lowd	1906	1911	475.00	Bridgewater Normal
		{ Mabel G. Barnes	.....	.....	500.00	No. Adams Normal
		{ Mabelle E. Langley	1911	.....	500.00	Mass. Normal Art
	M. Tr. ‡ 1 Music ‡ 2	{ Grace A. Jenkins	1909	.....	800.00	Mass. Normal Art
		{ Gertrude T. Sauer	1911	.....	500.00	Mass. Institute Technology
	Physical Tr. ‡ 2 Domestic Science	{ William F. Eastwood	1911	.....	350.00	Harvard University
		{ Henry L. Stone	1910	.....	500.00	Sargent School of Physical Tr.
Osgood	I-IX	{ Jessie M. Thomson	1911	1911	350.00	Sargent School of Physical Tr.
		{ Helen Brown	1911	.....	350.00	Prvt. Instr. with Miss M. Palloa
		{ Elizabeth M. Loftus	1911	.....	above	
	Prin., I-III IV-VI Prin, V-IX	{ Olive J. Palm	1911	.....	500.00	Lowell Normal
		{ Carrie R. French	1911	.....	500.00	\$Salem Normal
		{ Helen M. Battles	1886	.....	675.00	Punchard Free School
	I-IV I-VIII	{ Emma L. Ward	1907	.....	525.00	\$Oberlin College
		{ Emily F. Carleton	1901	.....	600.00	Johnson High School
	I-IX	{ Margaret S. Hoyt	1910	**	500.00	Plymouth (N. H.) Normal
		{ Mary M. Prescott	1911	.....	500.00	\$Lowell Normal

\* One-half salary paid by town and one-half by Trustees of Punchard Free School.  
 † Salary paid by Trustees of Punchard Free School.  
 ‡ Substitute.  
 ‡ Figures indicate number of days per week.  
 § Attended without graduating.  
 \* \* Transferred.  
 ¶ Leave of absence.

## PRIZE AWARDS

1911

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### PUNCHARD SCHOOL

The Barnard prizes for excellence in composition and oral delivery:

First, twenty dollars, Helen Frances Swanton, '13.

Second, twelve dollars, George Richardson, '11.

Third, eight dollars, Lucretia Lowe, '13.

The Goldsmith prizes offered by the Alumni Association for excellence in speaking:

Girls' prize, five dollars, Helen Hardy, '12.

Boys' prize, five dollars, Carl Reed, '13.

The M. E. Gutterson Botanical prizes:

First, five dollars, Ada Matthews, '15.

Second, three dollars, Georgiana Lovejoy, '15.

The prizes for excellence in first year Latin:

First, five dollars, Ada Matthews, '15.

Second, three dollars, Mary Switzer, '15.

The prize for broad and helpful influence:

Ten dollars, Lester Newton Towne, '11.

The Parker Memorial prize to the athlete who has won the "P" twice, and stood highest among the athletes in scholarship:

Lester Newton Towne, '11.

The Punchard Botanical Club prize for the earliest and most complete collection of spring flowers:

Medal, Ada Matthews, '15.



# LINCOLN SPELLING MATCH

## PRIZE WINNERS 1911

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### GENERAL PRIZES

First, Mary Georgiana Keirstead, Stowe School, Grade IX.

Second, Mary Louise Zecchini, Stowe School, Grade IX.

Third, Ruth Gildersleeve Porter, Stowe School, Grade IX.

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### GRADE PRIZES

#### GRADE IX

First, Mary Georgiana Keirstead, Stowe School.

Second, Mary Louise Zechini, Stowe School.

#### GRADE VIII

First, Sarah Woodhead, Stowe School.

Second, Alice Tomlinson, Bradlee School.

#### GRADE VII

First, Eva Zecchini, Stowe School.

Second, Lillian Low, Indian Ridge School.

#### GRADE VI

First, Timothy Collins, Richardson School.

Second, Margaret Coyle, Indian Ridge School.

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### FIFTY-SECOND COMMENCEMENT EXERCISES

Sunday, June 18, at 10.30 A.M. Baccalaureate Sermon at Christ Church by Reverend Frederic Palmer, D.D.

Wednesday, June 21, at 3.45 P.M. Class Day Exercises on the Punchard Lawn.

Thursday, June 22, at 8 P.M. Graduating Exercises at the Town Hall.

Friday, June 23, at 8 P.M. At the Town Hall, Reception to the Graduating Class by the Alumni Association.

## CLASS DAY EXERCISES

Wednesday, June 21

MUSIC—"Soldiers' Chorus"	Gounod
ADDRESS OF WELCOME	
	Lester Towne, Class President
HISTORY	
	George Oliver Richardson
IVY ADDRESS	
	Laura Maude Spaulding
MUSIC—"Voices of the Woods"	Rubenstein
CLASS STATISTICS	
	Timothy Palmer Wilcox
PROPHECY	
	Ethel May Gardner
ADDRESS TO UNDERGRADUATES	
	Archibald Louis Tyler
CLASS ODE	

## GRADUATION EXERCISES

Thursday, June 22, 8 P. M.

MARCH	
CHORUS—"Magic of Spring"	Weinzierl
PRAYER	
	Rev. Frank R. Shipman
SALUTATORY AND ESSAY—	
	Improvements in Protective Armor
	Lester Newton Towne
ESSAY—The Arthurian Story	
	Bessie Mildred Livingston
CHORUS—"Recognition of Land"	Greig
ESSAY—Canadian Reciprocity	
	Lois Ann Spickler
PRESENTATION OF CLASS GIFT	
	Lester Towne, President of Class
PRESENTATION OF PRIZES	
	Superintendent S. C. Hutchinson
ESSAY AND VALEDICTORY—	
	English Traits of the Age of Elizabeth
	Herbert Paul Carter
PRESENTATION OF DIPLOMAS	
CLASS ODE	



## CLASS ODE

As we leave our Alma Mater  
 And go out into the world,  
 May we bravely fight our battle  
 With the flag of Truth unfurled.

And as step by step we journey  
 All along life's varied way,  
 Let us cherish still the teachings  
 Of our youth's bright golden day.

'Till at last we'll meet each other,  
 When the strife of battle's past,  
 And with joyous shouts of welcome,  
 Greet our comrades, "Home at last."

*Laura Maude Spaulding*

## CLASS MEMBERS

Herbert Paul Carter	George Oliver Richardson
Lawrence Wendell Colby	Rose Helena Riley
Lillian Mabel Crowe	Loyola Mary Riley
Ethel May Gardner	William Donaldson Sellars
Anna May Holt	Laura Maude Spaulding
Margaret Gertrude Keane	Lois Ann Spickler
Isabel Isles Killacky	Norman Julien Thompson
Edward Robert Lawson	Lester Newton Towne
Bessie Mildred Livingston	Archibald Louis Tyler
Marguerite Mary O'Sullivan	Edna May Ward
Roy Wrigley Rhodes	Timothy Palmer Wilcox

## CLASS OFFICERS

President, LESTER NEWTON TOWNE  
 Vice-President, LOYOLA MARY RILEY  
 Secy. and Treas., ETHEL MAY GARDNER

## GRAMMAR SCHOOL GRADUATING EXERCISES

PUNCHARD HALL, THURSDAY, JUNE 22, 1911, 3.30 P.M.

## MARCH

Gladys Ralph, Henrietta McCoubrie

SONG—"The Song of the Bells"

W. Aldwych

School

PIANO SOLO—"May Is Come"

C. Bohm

Wilson Knipe

## ADDRESS

Rev. Frank R. Shipman

SONG — Nursery Rhyme Suite

Arthur Oustance

School

PRESENTATION OF CERTIFICATES

Mr. Albert W. Lowe

SONG — "Lovely Night, O Tender Night"

J. Offenbach

School

Accompanist — Mary Zecchini

## GRAMMAR SCHOOL GRADUATES

## STOWE SCHOOL

Albert Bailey Abbott	Philip Russell Lowe
Irene Virginia Arnold	Henrietta Lillian McCoubrie
Charles Edward Bradley	Mary Elizabeth Madden
Mary Louise Collins	Annie McIntosh Ness
Maurice Joyce Curran	Beatrice Nina Poland
Marguerite Mary Donovan	Ruth Porter
John Leo Dugan	Gladys Elizabeth Ralph
Agnes Campbell Grant	Hazel Warren Rice
Annie Hulford Haddon	Joseph Augustine Robinson
Geraldine Healey	Fred Porter Sampson
William Holden	Gertrude Marie Shea
Irving Zebriska Humphreys	Helen Mary Smith
Mary Georgianna Keirstead	Paul Roland Stevens
Wilson Knipe	Myrtle Christy Trommer
Anna Zita Kyle	Elsa Margaret Wade
Walter Scott Lawson	Nina Alvarez Walker
Ruth Lindsay	Mary Louise Zecchini

## BRADLEE SCHOOL

George Elliot Abbott	Leroy Warren Mott
Nelson Howard Conkey	Cornelius James Anthony Murnane
Jeremiah Joseph Cronin	Sherman Soper Swift
Albert Everett Curtis	Harold Francis Wells
Charlotte Eaton	Frederick Wrigley

## WEST CENTRE SCHOOL

Josephine Marion Burt	Frank Kenneth Hardy
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## NORTH SCHOOL

Ethel Marion Bailey	Ruth Anna Lydon
Grace Edith Maddox	

## BAILEY SCHOOL

Olive Lovejoy Hardy

TOWN OF ANDOVER

MASSACHUSETTS

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ANNUAL REPORT

OF

THE SCHOOL COMMITTEE

FOR THE YEAR

1912

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Andover, Mass.

THE ANDOVER PRESS

1913



## SCHOOL COMMITTEE

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ARTHUR T. BOUTWELL, *Chairman*, Term expires 1913  
Shawsheen Road

GEORGE A. CHRISTIE, *Secretary*, Term expires 1914  
62 Elm Street

ALFRED E. STEARNS, Term expires 1913  
6 Chapel Avenue

THOMAS E. RHODES, Term expires 1913  
64 Chestnut Street

GRANVILLE K. CUTLER, Term expires 1914  
West District

EDWARD C. CONROY, M.D., Term expires 1914  
29 Essex Street

HENRY A. BODWELL, Term expires 1915  
31 Morton Street

JOHN C. ANGUS, Term expires 1913  
119 Main Street

BARTLETT H. HAYES Term expires 1915  
Phillips Street

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### *Superintendent of Schools*

GEORGE M. BEMIS, 50 Summer Street

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### *Clerk*

ETHEL M. EATON, 99 Chestnut Street

## GENERAL COMMITTEES

*Financial and Advisory*

GRANVILLE K. CUTLER

GEORGE A. CHRISTIE

ALFRED E. STEARNS

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*Teachers*

ARTHUR T. BOUTWELL

EDWARD C. CONROY

JOHN C. ANGUS

---

*Books and Supplies*

GEORGE A. CHRISTIE

BARTLETT H. HAYES

EDWARD C. CONROY

---

*Cornell Scholarships, Phillips Academy*

ALFRED E. STEARNS

HENRY A. BODWELL

THOMAS E. RHODES

---

*Cornell Scholarships, Abbot Academy*

BARTLETT H. HAYES

JOHN C. ANGUS

GRANVILLE K. CUTLER

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## DISTRICT COMMITTEES.

*Punchard High School*

HENRY A. BODWELL

THOMAS E. RHODES

JOHN C. ANGUS

---

*Stowe, John Dove and Samuel C. Jackson Schools*

GEORGE A. CHRISTIE

HENRY A. BODWELL

ALFRED E. STEARNS

---

*Indian Ridge, Bradlee, and Richardson Schools*

EDWARD C. CONROY

ARTHUR T. BOUTWELL

BARTLETT H. HAYES

---

*West Centre, North Bailey and Osgood Schools*

GRANVILLE K. CUTLER

ARTHUR T. BOUTWELL

THOMAS E. RHODES

# LIST OF TEACHERS

Corrected to February 1, 1913

## PUNCHARD SCHOOL

NAME	<i>Latin</i>	ADDRESS
Nathan C. Hamblin, Principal		101 Chestnut Street
	<i>Science</i>	
Eugene V. Lovely		135 Main Street
	<i>Business</i>	
Edna G. Chapin		105 Chestnut Street
	<i>History, Domestic Science</i>	
Elizabeth M. Loftus		135 Main Street
	<i>Mathematics</i>	
Caroline M. Davis		66 Chestnut Street
	<i>English</i>	
Harriet A. Foss		7 Punchard Avenue
	<i>French and German</i>	
Louise M. Farnsworth		7 Punchard Avenue

## STOWE SCHOOL

GRADE	NAME	ADDRESS
IX	James H. Morss, Prin.	28 Salem Street
VIII, IX	Grace Hill	67 Bartlet Street
VIII	Jennie H. Luce	52 Whittier Street
VII, VIII	Ruby J. Kenty	107 Main Street
VI, VII	Mabel A. Ward	51 Whittier Street
VI	Carolyn A. Dean	104 Main Street

## JOHN DOVE AND SAMUEL C. JACKSON

V	Annie M. Downes, Prin.	68 Whittier Street
IV, V	Joanna P. Simmons	16 Summer Street
IV	Catherine T. Hannon	105 No. Main Street
III, IV	Margaret S. Hoyt	47 Whittier Street
III	Eva A. Libby	75 Park Street
II	Lucy A. Allen	Arco Building
II	Florence I. Abbott	Upland Road
I	Adèle H. Duval	53 Elm Street
I	Florance M. Prevost	67 Bartlet Street
Special	Sarah A. Hill	4 Chapman Court

## INDIAN RIDGE SCHOOL

VII, VIII	Etta M. Dodge, Prin.	8 Wolcott Avenue
V, VI	Eleanor N. Irving	75 Park Street
IV, V	Mary J. Moriarty	Lawrence, Mass.
II, III	Lena M. Clark	47 Whittier Street
I, II	Frances Hobbs	51 Whittier Street

## BRADLEE SCHOOL

VIII, IX	Clara A. Putnam, Prin.	Frye Village
VI, VII	Cynthia E. Flint	47 Whittier Street
IV, V	Cecilia A. Derrah	26 Summer Street
II, III	Ruby S. Copeland	Ballardvale
I	Carrie R. French	Ballardvale

## RICHARDSON SCHOOL

I-III	Helen W. Battles, Prin.	31 Lowell Street
IV-VI	Emma L. Ward	Lowell Street

## WEST CENTRE SCHOOL

V-IX	Emily F. Carleton	R. F. D. 1
I-IV	Bernice B. Abbott	Lawrence, Mass.

## NORTH SCHOOL

I-IX	Grace Pennock	R. F. D. 1
	Mary Riley, Asst.	Lawrence, Mass.

## BAILEY SCHOOL

I-IX	Ella S. Morrill	Argilla Road
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## OSGOOD SCHOOL

II, III, V, VII, VIII	Mabelle E. Langley	R. F. D. 1
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## SUPERVISORS

Music —	Ruth B. Mitchell	27 Summer St.
Drawing —	Gertrude T. Sauer	10 Irving St., Everett
Manual Training —	Winfield W. Lunt	134 Front St., Marblehead
Domestic Science —	Elizabeth M. Loftus	135 Main St.
Physical Training —	Helen J. Brown	11 Shepard St., Cambridge

## SCHOOL PHYSICIAN

W. D. Walker, M. D.	121 Main St.
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## TRUANT OFFICER

James Napier	91 Elm St.
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## JANITORS

Punchard, Stowe, and John Dove Schools

Herbert L. White, Reservation Road

Indian Ridge School

James A. Eaton, 19 Cuba St.

Bradlee School

James McGhie, Ballardvale

Richardson School

William McEwan, 19 Haverhill St.

West Centre School

Granville K. Cutler, Lowell St.

North School

John Crowley, R. F. D. 1

Bailey School

Alfred Melanson, R. F. D. 1, Lowell, Mass.

Osgood School

Caroline Spickler, R. F. D. 1

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## COMMITTEE MEETINGS

The first Tuesday of each month, except July and August,  
at 7.30 P.M., in the School Committee Rooms, Town Hall.

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## SUPERINTENDENT'S OFFICE HOURS

8—8.30 A.M.; 4—5 P.M. on school days.

7—7.30 P.M. Tuesdays, Fridays.

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## NO SCHOOL SIGNAL

The no-school signal is given by means of the fire alarm bell and whistle. When the signal 3-3-3 is heard at 7.15 o'clock in the morning, there will be no session of the Punchard School. When the signal is given at 8.00 A.M., there will be no session of the grades below the high school in the forenoon, and when it is sounded at 12.30 P.M., these grades will have no session in the afternoon. Should the same signal be heard at 8.30 A.M. or at 1.00 P.M., there will be no session for the first three grades.

## SCHOOL BOARD'S REPORT

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*To the Citizens of Andover:—*

We herewith submit our annual report containing records of the work done in the schools, and accounting to you for the use to which we have put the funds generously provided by the citizens of the town.

The Board is fortunate in having as its agent Supt. Bemis. He has the united support of the Committee, and we ask your continued coöperation in his work. Our teaching force is strong, and the good spirit and harmony between teacher and superintendent is especially pleasing. We still lose good teachers to towns and cities of greater resources with which we cannot compete, but we are not altogether displeased that superintendents from the suburbs of Boston regard Andover as profitable ground for their exploration.

The salaries of teachers have been raised from year to year and today are on a par with many larger towns.

The eight grade system, suggested two years ago, has been adopted by the Board, and the Superintendent is working out the details.

The repair work at the John Dove building has been finished, and the Bradlee School has been completely renovated.

The growing cost of transportation is illustrated by the following figures:

1908	\$1807 50
1909	2041 08
1910	2024 19
1911	2168 29
1912	2235 84

Pupils from the Holt, Scotland, and Abbott Districts are transported, however, as a matter of economy, no schools being maintained in those districts. The same statement applies to Frye Village children above the sixth grade. The Board find that they are acting entirely within the provisions of the following vote passed by the town in 1903:

“Voted that the School Committee transport pupils at Ballardvale and wherever they can be taken by steam or electric cars, the expense to be paid from the appropriation for schools.”

The problems connected with the high school are the most serious that confront the Committee at the present time. A suggestion was brought to us by Principal Stearns from the trustees of Phillips Academy that, having the necessary equipment, they would be glad to coöperate with the Board by extending the privilege of the classical course to boys. The number, however, is limited to twelve. On account of the absence of Principal Stearns, and the difficulty of providing for the girls who wish a classical course, action in the matter has been delayed. This message to us from the Academy, and the fact that one of their number is willing to give his time to serve on this Board are expressive of the cordial relations existing between us. It is believed that a way can be devised to make this suggestion a reality. The town, relieved from the burden of maintaining a classical department, could strengthen and broaden the courses for those whose education would end with graduation from the high school. The dual management of the Punchard School has caused much discussion, and it is the growing sentiment of the Committee that the time is not far distant when the town must assume full control of its high school. Our plans called for thorough repairing of the building this year. The rooms are so small, poorly arranged and lighted that it was thought best to consult an architect and get intelligent advice. His report has caused us to delay any extensive repairs until the whole problem has been investigated.

# FINANCIAL STATEMENT

For the year ending January 13, 1913

## SCHOOLS

	Receipts	Expenditures
Appropriation	\$35,000 00	
Tuition	689 95	
Tickets	174 59	
Transferred from School Houses	854 29	
Transferred from Books and Supplies	37 42	
Teachers and Supervisors		\$27,013 02
Janitors		2199 80
Matron		246 00
Light		143 51
Transportation		2235 84
Carriage Hire		161 25
Telephone		76 14
Fuel		2565 92
School Physician		190 00
Tuition		52 00
Printing		211 04
Fire Extinguishers		126 00
Miscellaneous		1524 07
	\$36,756 25	\$36,744 59
Balance unexpended		11 66
	\$36,756 25	\$36,756 25

## SCHOOL HOUSES

Appropriation	\$4000 00	
Miscellaneous Receipts	7 34	
Transferred from Books and Supplies	100 00	
Renovation and Repairs		\$3253 05
Balance unexpended		854 29
	\$4107 34	\$4107 34

## BOOKS AND SUPPLIES

Appropriation	\$2500 00	
Miscellaneous Receipts	19 86	
Books and Supplies		\$2382 44
Balance unexpended		137 42
	<hr/>	
	\$2519 86	\$2519 86

The School Committee recommends the following appropriations.

For Schools	\$37,480
For School Houses	1,500
For Books and Supplies	2,400
*For Industrial Schools	2,000

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\*Special, one-half reimbursed by State.

ARTHUR T. BOUTWELL,  
*Chairman*

# REPORT OF THE SUPERINTENDENT OF SCHOOLS

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*To the School Committee of Andover:*

GENTLEMEN: My second annual report, this being the twenty-third in the series of such reports, is herewith submitted.

## EFFICIENCY

Efficiency in business is easily measured. It can be stated in dollars and cents. School-room efficiency is a different problem. I like Prof. Strayer's statement, "Education is worth just the difference it makes in the activities of the individual who has been educated." In other words, a person's education, if real, must function by making him a better workman, a better neighbor, a more interesting companion, a better husband, father, brother, citizen. On the other hand, if he leaves school without having formed socially desirable habits, without growth of character, satisfied with superficial knowledge, or a persistent idler instead of a worker, it is safe to affirm that for him education has been a failure. To reduce the number in the latter class to a minimum is to increase the efficiency of a school system.

## TRANSPORTATION

The most serious objection (aside from the cost) to transportation of pupils over steam or electric lines is the fact that on the way to and from school they must be placed in charge of persons over whom we have no control.

For weeks before the deplorable accident which recently befell one of our fifth grade boys, our teachers had been doing their best to improve conduct of pupils on street cars. Most of the parents had been notified and their coöperation requested. A letter written to the Division Superintendent in regard to the matter was simply ignored. A personal interview with one of the conductors, and letters to the others brought no more satisfactory results. The only alternative left us,—viz., depriving pupils of tickets,—was not resorted to for the reason that the

# DISTRIBUTION BY SCHOOLS AND GRADES

January 24, 1913

Punchard	Freshman	Sophomore	Junior	Senior	Special	Total
Boys	18	13	6	6	1	44
Girls	16	15	6	15	1	53
Total	34	28	12	21	2	97

	Room	I	II	III	IV	V	VI	VII	VIII	IX	
Stowe	1									44	44
	4								30	12	42
	5								39		39
	6							26	15		41
	3						19	23			42
John Dove	2						46				46
	1					39					39
	3			39							39
	2		35								35
	6			25	13						38
Samuel C. Jackson	5				28	14					42
	4				42						42
	1	34									34
	2	32									32
	3		32								32
Indian Ridge	1							16	4		20
	4					8	26				34
	3				27	10					37
	2		16	25							41
	5	23	10								33
Bradlee	1								16	10	26
	4						16	12			28
	5				18	19					37
	6		20	19							39
	3	24									24
Richardson	2	15	11	12							38
	1				6	6	9				21
	1					3	6	4		4	17
West Centre	2	9	3	7	6						25
		9	3	8	4	4	3	3	1	1	36
North Bailey		3	5	7	2	1	4	1	3	3	29
Osgood		7		5		5		3	1		21
Total		156	135	147	146	109	129	88	109	74	1190

Special Room, Samuel C. Jackson, 6.



younger pupils seemed to be the chief offenders, and these forced to walk in the street, since there are no sidewalks in that direction (toward Reading), would have been in grave danger from passing automobiles. May I take this opportunity of once more calling the attention of parents to this matter?

### BUILDINGS AND GROUNDS

Of our buildings, the Bradlee, Samuel C. Jackson, John Dove, Stowe, Richardson, West Centre and North are in good condition. The latter is somewhat crowded, and will soon require an additional room. The general arrangement, ventilation and lighting of Punchard and Indian Ridge are unsatisfactory. Osgood and Bailey would be greatly improved by interior repairs and tinting of walls. The new sanitary arrangements at the former are very satisfactory. Fire extinguishers have been placed in all the main buildings. Suitable equipment for teaching Domestic Science has recently been installed at Bradlee School. Many rooms still lack adjustable seats and desks, which should be supplied as rapidly as possible.

On the whole, our school grounds, though spacious, do not compare very favorably with those in other towns. By arousing enthusiasm among the pupils and securing their active assistance, even with a very small annual outlay of money much could be done to make the grounds more attractive, at the same time giving the children valuable aesthetic training.

### SCHOOL AND HOME GARDENS

For some years past many of our children have been interested in home gardens. During the summers of 1910 and 1911 no regular inspection was provided. Consequently results have not been quite up to the standard of former years. In spite of this fact many have gone on with the work by themselves, and last year we purchased for them from the School Garden Association more than fifty dollars' worth of seeds in one-cent, two-cent and five-cent packages. I feel that this work should be encouraged and made more systematic. A sum not exceeding fifty dollars, possibly from the Draper Fund, would be necessary

for plowing and fertilizing. To show how such work may be correlated with regular school branches, I here quote from Bulletin No. 250, United States Department of Agriculture, in which Miss Susan B. Snipe speaks of school gardens in Cleveland, Ohio.

“ At present the children's part in the school garden is voluntary and not a part of the regular curriculum, though it permeates the entire educational system. The garden labels, markers, and stakes are made in the manual training schools; the domestic science classes cook or can the vegetables they have raised; flowers and vegetables are used for drawing and painting; cotton, hemp, flax and broom corn are raised to illustrate geography lessons; and nature study and language lessons have been vitalized by the garden.”

#### PLAYGROUND EQUIPMENT

From play children get enjoyment, training of senses, muscular development, improved health, initiative, ability in organization, ideas and practices in industries. They learn to obey rules, and to appreciate the value of concerted action. The opportunities for play should be multiplied. The more diffident children, especially, should be stimulated and encouraged. Public parks and recreation centers are everywhere winning popular favor and financial support. Therefore I strongly advocate the equipment of all school grounds (at least those used by the younger pupils) with simple apparatus, such as swings, see-saws, jumping standards, etc. At a comparatively small cost, this work could be begun at the main buildings, using steel framework which is practically indestructible. Equipment of this kind is so arranged that janitors can easily take down all movable parts at the close of the afternoon session, and put them up in the morning. It would be an advantage to many children, physically and morally, to spend more time on the school playgrounds, and less on the streets.

## EVENING HIGH SCHOOL

Part-time day classes like those in Fitchburg and Providence, where pupils are divided into two groups, each working in the factory and attending school on alternate weeks, are probably not practicable here.

While the elementary evening school at Indian Ridge was not successful, I believe an evening high school would meet the needs of a large number of our young men and women, who, forced to begin work at the age of fifteen or sixteen, have thus far been entirely deprived of the training which a secondary school can give.

At the November meeting of the School Committee I was authorized to find out in some manner just how much of a demand there might be for such a school. Accordingly about 375 circulars containing the following questions were sent to the Smith & Dove Manufacturing Co., the Tyer Rubber Co., and the Marland Mills for distribution among their employees between the ages of fourteen and twenty-one:

1. In case the School Committee should see fit to establish an evening high school, would you care to enroll as a pupil?

2. Would you positively agree to be regular and punctual in attendance?

3. Which three evenings would be most convenient?

4. Underline two of the following subjects which you would like to take up: Algebra, French, Domestic Science, English, History, Arithmetic, Bookkeeping, Stenography, Typewriting, Spelling, Manual Training, Elementary Science (Physics, Chemistry).

5. What school did you last attend? In what grade were you?

6. Name. Age. Address.

Forty-seven favorable replies were received. The choice of subjects as shown by the returns is given below:

Arithmetic	29	Bookkeeping	14
Elementary Science	1	Domestic Science	3
English	6	French	5
Stenography	12	History	3
Typewriting	14	Spelling	12

Although these figures were not very encouraging, I still feel that there are many others (Some of whom were not reached by the questionnaire, and some unwilling to commit themselves until the school should be actually ready to open) who would be glad to avail themselves of the opportunity, if it were offered. I wish some financial provision might be made so that the matter could be taken up again in the fall, if the interest at that time seemed to warrant.

### SCHOOL BANK

Interest taken by pupils in the School Bank has exceeded our expectations. No deposits were received between June 3 and October 7. The report is herewith submitted.

January 12, 1912 — January 27, 1913

Present number of depositors	722
Amount deposited to date	\$3178 36
Amount permanently withdrawn	
From School Bank	184 77
From Private Accounts	245 27
Amount in general fund	571 30
Amount in private accounts	2177 02

### VARNUM LINCOLN SPELLING MATCH

The third annual Varnum Lincoln Spelling Match was held on March 15, 1912. Instead of following the usual plan, there were five preliminary contests in which pupils competed with those in their own grade for the Alfred V. Lincoln prizes. The ten winners in the introductory matches then contested in the finals for the Varnum Lincoln awards. The names of the winners are given elsewhere in this report. The stimulating effect of this annual affair is felt all through the year, and should help to raise the spelling ability of Andover children above the average.

### ADMISSION TO GRADE I

By vote of the School Committee, the following regulation in regard to age for admission to Grade I will go into effect at the beginning of the fall term, September 8, 1913.

“No child who will not have reached the age of six years on or before the first day of January following will be allowed to enter.”

The reasons for making this change have been fully explained in previous reports.

Parents are also requested to remember that no child will be admitted to First Grade after October 1, unless his or her failure to enroll earlier is due to illness or other exceptional causes.

#### SEMI-ANNUAL PROMOTION OF EIGHTH GRADE PUPILS

In order to make our system of grading more flexible, we have adopted a plan whereby pupils of marked ability (which usually means those willing to do really intensive work) may complete their elementary course in eight years. At the same time the ninth grade has been retained for the benefit of those who require a longer period in which to make their preparation for the high school thorough and satisfactory. This year about one-third of the eighth grade pupils were promoted on February 3. This means that unless an unusual number drop out, the largest class in the history of the school will enter Punchard in the fall.

#### TEACHERS

In four buildings,—Punchard, Bradlee, Richardson, and Os-good there have been no changes of teachers since the last report was issued.

At the John Dove, Mrs. Kimball decided not to accept a regular appointment, and her room was assigned to Miss Simmons, Miss Sarah Hill, of Westboro, taking charge of the special room and individual work.

Two members of our last year's corps, Miss Iva Fletcher of Indian Ridge, and Miss Mary M. Prescott of West Centre were married at the close of the year. Their places were filled by Miss Mary Moriarty and Miss Bernice B. Abbott respectively. Only one other change occurred at the Indian Ridge School; Miss Eliza Coburn left us to accept a position in New Jersey, and was succeeded by Miss Eleanor Irving of Marlboro.



Of the Stowe teachers, Miss Manning resigned on account of illness, Miss Hiller to become an instructor in a private school in Pennsylvania, and Miss Burt was called to Malden. The new teachers in this building are Miss Jennie H. Luce and Miss Ruby J. Kenty.

Miss Shirley, formerly at North School, accepted a position in Rockland. Miss Grace Pennock was appointed as her successor. Miss Helen Hardy, who served a few weeks as assistant in this school, decided to continue her post graduate studies at Punchard, her place being taken by Miss Mary Riley of Lawrence.

Two of our supervisors, Mr. Stone and Mr. Eastwood having resigned in June, Miss Ruth Mitchell was placed in charge of the music department and Mr. Winfield Lunt of the manual training.

The most recent change occurred at the Bailey, Mrs. Ella Morrill succeeding Miss Violet Oates at the beginning of the winter term.

It is pleasing to note that during the past year three or four teachers have refused offers of higher salaries elsewhere, preferring to remain in Andover.

My first impression of Andover teachers was favorable. Longer acquaintance and further observation of their work have strengthened my confidence in their ability and faithfulness. On the whole the new members of the corps are coming up to and, in some cases, exceeding our expectations. At present we have few whom we could afford to lose. Let us make every effort to retain them.

There is a factor in the question of retaining teachers which should not be disregarded. Many, often the strongest and most capable, feel more or less anxious and nervous about their reelection. This state of mind is not conducive to best results. If their work is satisfactory, there is no good reason why they should not have a reasonable feeling of security. Chapter 42, Section 32, Revised Laws of Massachusetts, reads, "The School Committee may elect a teacher who has served as such in the public schools of its city or town for not less than one year to serve as such at the pleasure of the Committee." This does not

mean that they may not be dismissed for cause at any time, but simply that the names of those to whom this plan (if adopted) is made to apply will not be brought before the Committee at the annual election.

I heartily endorse the provisions of the above statute, and recommend that teachers who have successfully served the town of Andover during a period of three or more years be given tenure of office.

#### ANDOVER TEACHERS' ASSOCIATION

The Andover Public School Teachers' Association has had an unusually successful year. Practically all our teachers have now either joined or signified their intention of joining the organization. A larger number of associate members would not only make our social meetings more enjoyable, but would also help to arouse interest along professional lines. Those eligible are, "Any substitute or former teacher, or any present or former school officer of Andover, or the husband or wife of any hitherto mentioned teacher or officer, may be admitted to associate membership upon payment to the treasurer of the regular fee for dues for the ensuing year. Associate members shall be entitled to all the privileges of active members, except the right to hold office and to vote." The Constitution and By-Laws may be found in the appendix of the 1911 School Report.

The present officers of the Association are: President, Clara A. Putnam; Vice President, George M. Bemis; Secretary, Florence I. Abbott; Treasurer, James H. Morss; Auditor, Helen W. Battles. Executive Committee: Clara A. Putnam, Edna G. Chapin, Sarah A. Hill.

The following statement will show the nature of the meetings which have been held during the past year under the auspices of this Association:

- |          |   |                     |
|----------|---|---------------------|
| Feb. 13. | ILLUSTRATED LECTURE—"Irish Ireland"                         |                     |
|          |   | Dr. John C. Bowker  |
| Mar. 25. | LECTURE—"The Monitor"—A Side Light on American History      | Rev. S. C. Bushnell |
| Apr. 25. | ADDRESS—"The Influence of Materialism upon Education Today" | Prin. A. E. Stearns |



- June 3. LECTURE — Public School System of England  
 Prin. John J. Mahoney  
 Oliver School, Lawrence
- Dec. 12. ILLUSTRATED LECTURE — "School and Home  
 Gardens"  
 John P. Morton  
 State Agricultural College, Amherst

1913

- Jan. 10. CONCERT — Students from New England, Conserva-  
 tory, Boston  
 Francis W. Snow, Pianoforte  
 Rudolph Ringwall, Violin  
 Virginia Stickney, 'Cello  
 Pauline Curley, Soprano  
 Hugh Towne, Reader

At the February meeting Mr. Nathan C. Hamblin, Principal of the Punchard High School, is to lecture on "A Tramp Through the White Mountains," and at the March meeting, Dr. David Snedden, Commissioner of Education, is to address us.

#### BRIEF REVIEW OF THE YEAR'S WORK

The Palmer Method of Business Penmanship has now been adopted for general use in our schools. Almost without exception, it has met with favor from teachers and pupils alike. They believe in it and appreciate the way in which the subject is presented. Many have already become good writers, but constantly improving results may certainly be expected with each succeeding year. A number of our teachers are availing themselves of the free normal course of instruction by correspondence, offered by the publishers.

Departmental teaching in Grammar, History, and Geography was given a trial for a few weeks at the Stowe School. The plan was then discontinued, as it had a tendency to diminish the influence of the regular teacher. With pupils of grammar school age it seems to be a distinct advantage for the same instructor who hears the recitation to supervise the study periods. This experiment was not without good results, however, as it brought the principal into closer personal touch with a large number of pupils.

For the sake of comparison with the Aldine Method, two

of our first grade teachers are using the "Progressive Road to Reading." It is claimed by the authors and publishers that with this series of books it is possible to develop more power and to build up a larger vocabulary in the same length of time.

Minor changes have been made in the course of study for the eighth and ninth grades on account of the semi-annual promotion of the former — such as completion of Physiology in mid-year, and at that time beginning Civics and Elementary Algebra.

Cardboard construction for both boys and girls has been substituted for wood-working and domestic science in grade seven. Advanced manual training, as an optional course, was offered this year, for the first time, to high school boys.

Last March a number of pupils, who for various reasons, seemed unable to profit by instruction given in the regular rooms were placed in an ungraded class in the Samuel C. Jackson building. This room is provided with manual training benches, kindergarten materials and a sand table. Here these children not only learn the elements of the three R's, but are taught also to use their hands by moulding clay, basketry, and toy making. The teacher in charge of this room also gives individual and group instruction to pupils sent at stated periods from the Stowe and John Dove buildings. On Fridays she spends one-half day each at the Bradlee and Indian Ridge Schools. She is required to keep a careful record of the names of pupils assisted, the length of time spent with each group, the subject taught, and any remarks which may be helpful. She holds frequent conferences with the regular teachers in order that all may co-operate to the best advantage.

To encourage professional reading, four periodicals, "The Educational Review," "Educational Foundations," "The Journal of Education," and the "School Review" have been subscribed for and kept in the Committee Room to be loaned to teachers. These, together with the excellent list of pedagogical books and magazines at the public library enable any teacher who feels so disposed to keep fully in touch with progress being made in the educational world.

On May 24 our exhibition and demonstration of school work gave parents an opportunity to see some of the results along various lines.

#### SUMMARY OF RECOMMENDATIONS

1. Attempt to beautify school grounds.
2. Experimental school gardens.
3. Playground equipment.
4. Provision for Evening High School.
5. Tenure of office for teachers.

#### CONCLUSION

The customary reports of high school principals and supervisors, given elsewhere should be read by all who are interested in the work of the schools. I wish to call special attention to a paragraph written by the supervisor of Physical Training in which she explains the need for a gymnasium.

The statistical tables, school calendar, various programs, list of teachers, etc., will be found in the appendix.

In no formal fashion, but with a deep sense of appreciation, I wish to thank teachers, parents, and members of the School Committee for their assistance and co-operation.

Respectfully submitted,

GEORGE M. BEMIS

## TRUSTEES OF PUNCHARD FREE SCHOOL

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SAMUEL H. BOUTWELL	HARRY H. NOYES
MYRON E. GUTTERSON	REV. FRANK R. SHIPMAN
REV. FREDERIC PALMER, D.D.	HARRY M. EAMES
REV. DEAN A. WALKER, PH.D.	FRANK T. CARLTON

*President,* REV. FREDERIC PALMER

*Clerk and Treasurer,* HARRY H. NOYES

### *Visiting Committee*

REV. FREDERIC PALMER	REV. DEAN A. WALKER
MYRON E. GUTTERSON	

### *Investing Committee*

SAMUEL H. BOUTWELL	HARRY H. NOYES
HARRY M. EAMES	

### *Auditing Committee*

HARRY M. EAMES	FRANK T. CARLTON
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## REPORT OF THE PRINCIPAL OF THE PUNCHARD SCHOOL

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*To the Superintendent of Schools and the Trustees of the  
Punchard Free School,*

GENTLEMEN: I have the honor to submit my third report as principal of the Punchard High School.

The registered attendance for the current year has been 118, an increase of about ten over that of a year ago. This is due to the relatively small class graduated in June and to the somewhat larger entering class in September. We continue to lose a number of pupils during the year, though this loss, so far as it is for unavoidable reasons, has been rather smaller than before. Too often still, however, it is due to the failure of the student to appreciate his opportunities and to an unwillingness on his part to take the advice of parents and teachers as to his own greatest needs.

One of the pleasant facts I have to record is the continuance of service of every member of the teaching force. That this makes for efficiency in the school is evident; it also speaks well for the existing relations between the pupils, teachers and higher authorities of the school. This continuance has, in several instances, meant the refusal of offers of positions elsewhere which carried higher salaries.

The teachers are making every effort to raise the standard of ideals of the students. Given the most favorable conditions at school, there yet remain many hours when the pupil is away from its direct influence, and too often, from that of the home. As he grows older the attractions of social life become more compelling and, unless he is equipped with sound moral and intellectual ideals, his respect for authority grows less, his appreciation of his opportunities for correct development disappears and he becomes an idle pleasure-seeker, an anxiety to his parents, a menace to his companions, an annoyance to the public. I am glad to say that our proportion of such failures is small; we keenly feel our own responsibility in such cases

and we earnestly ask all parents to work with us to eliminate them entirely.

A year ago I alluded to the conditions of the school building. That these have not improved is evident, but as I know they are receiving your serious consideration, I refrain from further comment.

The course of study recently adopted is now fully in use and seems to be as efficient as we hoped. It will be found as a supplement to this report. If place could be found for them, I should like to see a course in Ethics required for all Seniors and one in the elements of Economics and Business Organization for the pupils in the Commercial Course. With the appalling amount of loose thinking today we should make every effort to inculcate correct reasoning among our students.

Few high-schools, I believe, are more free from the evils of athletics than ours. This condition is due to the long line of men of high standards who have had charge of our teams and to the loyal support of those standards by influential members of the school. The most serious problem in this field is the financial one. In coming years the privileges of the fine Playstead will be ours, but the construction work there this year has compelled our football team to play elsewhere. We are under obligation to the authorities of Phillips Academy for their generosity in allowing us the use of their fields. Our teams are inevitably dependent on voluntary contributions and it is difficult to meet expenses, though we are most generously helped by members of the Alumni Association.

It is to be regretted that more of the friends of the school do not visit us during its sessions. If parents would not wait until their children were in difficulty, but would come and see the conditions under which they are spending so important a part of their lives, we feel sure that it would help greatly in solving our common problem.

In conclusion I wish to record my constant appreciation of the consideration which you as directors of the school are continually showing us.

Yours very respectfully,

NATHAN C. HAMBLIN

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The following is the program of the studies of the Punchard School. For convenience in classification the studies are grouped in three courses, College-Preparatory, Commercial and General. The aim of the first two of these is evident from their names. The General course is intended to meet the needs of those who are preparing for Scientific, Technical or Normal Schools, as well as of those who will carry their formal education no further than this school. In all instances every effort is made to meet the requirements of the individual. The numerals placed after each study indicate the number of points which successful work in the study counts towards graduation. At least sixteen points must be taken each year for promotion. Generally the number of points is the same as the number of recitation periods. While some studies are called elective it should not be inferred that the pupil has absolute freedom of choice; the program of each pupil must be approved by parents and teachers.

### PROGRAM OF STUDIES

#### FIRST YEAR

College Preparatory	Commercial	General
Prescribed	Prescribed	Prescribed
English (4)	English (4)	English (4)
Latin (5)	El. Science (4)	El. Science (4)
Ancient History (3)	Ancient History (3)	Algebra (5)
Algebra (5)	Algebra (5)	Ancient History (3)
Penmanship (2)	Penmanship (2)	Penmanship (2)
Drawing	Drawing	Drawing

#### SECOND YEAR

Prescribed	Prescribed	Prescribed
English (4)	English (4)	English (4)
Latin (5)	Book-Keeping (5)	Elective
Geometry (5)	Elective	Biology (4)
French or	Medieval History (3)	Geometry (5)
German (4)	Biology (4)	Medieval History (3)
Elective	French (4)	French (4)
Medieval History (3)	German (4)	German (4)
Drawing (1)	Geometry (5)	Drawing (1)
	Drawing (1)	



## THIRD YEAR

Prescribed	Prescribed	Prescribed
English (4)	English (4)	English (4)
Latin (5)	Book-Keeping (2)	Elective
Math. (4)	Com. Arithmetic (2)	French (4)
Eng. History (4)	Stenography (4)	German (4)
German or French (4)	Typewriting (2)	Eng. History (4)
French or German (4)	Elective	Math. (4)
Elective	French (4)	Physics (5 )
Drawing (1)	German (4)	Hist. of Art (1)
	Physics (5)	
	Eng. History (4)	
	History of Art (1)	
	Drawing (1)	

## FOURTH YEAR

Prescribed	Prescribed	Prescribed
English (4)	English (4)	English (4)
Latin (5)	Stenography (4)	Elective
Am. History (4)	Typewriting (2)	French (4)
French or	Com. Geog. & Law (4)	German (4)
German (4)	Elective	Am. Hist. (4)
Elective	French (4)	Math. (4)
Physics (5)	German (4)	Drawing (1)
Chemistry (5)	Chemistry (5)	
Math. (4)	Am. History (4)	
Drawing (1)	Drawing (1)	

It will be noted that English is prescribed for all pupils of the school. The aim of the work in English is to cultivate an appreciation of the best English Literature and to develop the pupil's powers of expression, both oral and written.

In Latin the endeavor is made to teach the subject in such a way that a fair degree of skill in reading the language may be acquired, together with something of the spirit of the Roman Literature. It is found that Latin is valuable not only for those who are preparing for college but for all the pupils who have sufficient language-skill to carry on the work successfully.

In the modern languages a student who takes the three-years' work which is offered in either French or German, should acquire the ability to read literature of ordinary difficulty in

this language. A good deal of time is devoted to conversation, and the pupils are trained to understand a recitation carried on entirely in the foreign language. Some knowledge of the literary history of France and Germany is aimed at.

The work in History gives an opportunity during the first two years for a very brief outline of the world's history. In the third and fourth years the pupil is ready to take up English and American History, with some appreciation of the influence of earlier civilization upon our own life today. A good deal of attention is devoted to civil government in connection with history.

The work in Mathematics needs little explanation. If opportunity is offered for a greater separation of the college-preparatory and the general work in Mathematics, the latter should be made more concrete. Constant effort is made to train the pupil to think clearly and reason correctly.

The work of the first year in Science is rather general. It aims to interest the pupil in the phenomena of nature and to lead him to inquire for himself about the relation between cause and effect. The second, third, and fourth years are more specific in their treatment of their subjects.

The aim of the commercial subjects is to equip the pupil with a knowledge of the principles of accounting and to give particular training in stenography and typewriting. The successful work of many of our graduates seems to indicate that this has been achieved. We are constantly told that the drill which our pupils get in the Culture Studies is of value to them in their commercial preparation.

The subjects of Drawing, Music and Domestic Science are treated by the supervisors of those departments and do not require further comment here.

## REPORT OF SUPERVISOR OF MUSIC

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*To the Superintendent of Schools:—*

I have the honor to submit my first report as music supervisor in Andover. In five months we have introduced many new principles with marked success.

Sight reading is now begun in the first grades, and it is pleasing to see how readily the children grasp the idea. An outline of the course of study for the first five grades has been placed in the hands of the teachers. This outline is carefully planned with reference to the difficulty of the problems in reading music.

A new method of teaching "time" has been introduced, called the pulsation method. The teacher is no longer obliged to beat time for the class, but the pupils learn to feel the accent, and thus keep the time for themselves. This gives them power and independence.

The New Educational Music Course is now used as a reader throughout the schools, and we find the books very satisfactory. They are systematically planned and graded as to difficulty, and contain much beautiful music of a high standard. I wish to take this opportunity to thank the Committee for their generous support in providing this equipment.

Individual attention has been given by the teachers and supervisor to all voices in the lower grades, especially to those who cannot imitate tones accurately or carry a tune. These children are asked to listen, and are given extra help until they are able to join the singing body of the class. In the upper grades all voices were carefully tested and assigned to the parts best suited to them so as to avoid strain or improper use of the voice. The older boys have shown great interest in three-part songs.

To produce good tone quality a series of voice drills has been introduced in all the grades, from which an application of good head tones is carried over into the songs.

The high school chorus has sung once in public — at the Goldsmith Prize Speaking. The selections given were:

“ Praise Ye the Father ” *Gounod*

“ There’s Music is the Air ”

“ Gypsy Life ” *Schumann*

We are particularly glad to announce that the schools are to own a Grafanola. The purchase has just been made, and we are very proud of the instrument. It will bring much music to the pupils that many of them would hear in no other way, and help them to an appreciation of the best. Again let me thank the members of the school board for allowing a part of the Draper Fund to be used in this way.

It is with great sincerity that I express my appreciation of the friendly spirit and helpful coöperation of superintendent and teachers.

Respectfully submitted,

RUTH B. MITCHELL

## REPORT OF THE SUPERVISOR OF DRAWING

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*To the Superintendent of Schools:—*

The course in the Manual Arts aims to accomplish the following: To teach pupils to see form and color truthfully, to develop originality, to form habits of accurate workmanship, and to foster an appreciation of the beautiful.

The subjects which have been taught are: free hand and mechanical drawing, wood-working, cardboard construction, weaving and applied design.

Last year there seemed to be need of much constructive work, so that emphasis was placed upon it. The success of the various projects, such as furnishing a doll-house or making a miniature city, and the awakening enthusiasm of the children seemed to warrant this belief. This year a special period has been given to constructive work.

The free hand drawing consists of pencil, crayon, and water-color renderings of common objects, fruits and vegetables. In the upper grades the first principles of perspective are studied. The design work consists wholly of planning appropriate decorations for objects which are constructed by the child. The work at Punchard consists of more advanced treatment of the same subjects that the grades are studying.

I greatly feel the need of a properly-equipped drawing-room at Punchard. To obtain good advanced work in a high school a special room with movable tables is necessary. It is impossible for all pupils to obtain good lighting on the groups and upon their drawings in the ordinary class-room.

I wish to thank both superintendent and teachers for their coöperation.

Respectfully submitted,

GERTRUDE F. SAUER

## REPORT OF SUPERVISOR OF MANUAL TRAINING

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*To the Superintendent of Schools:—*

Industrial education has passed the experimental stage and become a necessary part of our school system. The results are shown in many ways.

The class of boys who, a few years ago, left school at the age of fourteen, are now willing to stay a little longer, and both pupil and parent are finding it to their advantage for him to remain, as the idea of vocational training develops. Manual Training in the school satisfies the deep longing that every boy has to be doing something with his hands.

Our class is, on the whole, showing interest and doing good work, but we are laboring under difficulties. I feel that, at a comparatively small outlay, enough machinery to make the work much more interesting as well as practical, could be installed. This would enable us to broaden the work and develop the idea of vocational training, for the older ones at least. It is becoming evident that the ability of every individual to earn a living is of primary importance to society as well as to the person himself.

Respectfully submitted,

WINFIELD W. LUNT



## REPORT OF SUPERVISOR OF DOMESTIC SCIENCE

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### *To the Superintendent of Schools:—*

The classes in Domestic Science include the girls in the eighth and ninth grades and the subject is elective in the high school. In the grades, this year, the order of lessons has been changed. Previously cooking and sewing were given on alternate weeks, but according to the new plan each subject is given for nineteen consecutive weeks. The arrangement is conducive to intensive work along each line, and the result has been productive.

It has not been possible to grade work in all the grammar school classes, but, as nearly as convenient, the following schedule has been carried out: review of principles of sewing, mending and repairing, the making of household articles, including towels, pillowslips and aprons. The pupils of the ninth grade have had practice in putting garments together: kimonos and skirts. The cooking classes in the grammar schools will study the following program: review of starchy foods, cereals and vegetables; eggs and milk: quick breads and yeast bread; sugar and sweets, cake, candy and ice cream; beverages, tea, coffee, and cocoa; milk soups, chowders; plain salads.

In the high school a second year class in Domestic Science has been added. The course in cooking, for the first-year students, will include preserving and canning fruits and vegetables; salads, mayonnaise dressing; custards, omelets and soufflés; meats, roast and poultry; fish, to skin, to bone, to serve; pastry, fried food, bread, cake and cookies; study of foods, season, care and price. The students in the second-year course are studying the following: invalid cookery; study of prices for food for people of different occupations; cooking and serving of meals, each student to plan and cook a meal; cost of household furniture and cost of living based on incomes, each student to plan and furnish an entire home. This plan is to take the form of



a report to be written in a note-book. The report will be illustrated by plans of the house and grounds, descriptions of furnishings with samples of upholstering materials, wall papers, etc. If the sewing in the high school is to be a success, there must be equipment. The girls should be taught to cut and make their own clothes. At present the building lacks facilities for the teaching of this very important branch.

In order that the entire course in Domestic Science may be practical, the students have been urged to put the lessons studied at school into practice at home. In the high school this plan is generally satisfactory, but with the short period, once a week, in the grammar schools, supervision is difficult. We earnestly request the mothers to permit their daughters to work in their own homes that they may develop a sense of initiative and responsibility.

Respectfully submitted,

ELIZABETH M. LOFTUS

## REPORT OF SUPERVISOR OF PHYSICAL TRAINING

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### *To the Superintendent of Schools:—*

The plan adopted last year, expanded somewhat, has been followed to a certain degree this year; taking up a greater variety of exercises, but aiming at the same results—correcting and developing work. During the fall and spring the work is carried on out-of-doors when the weather permits, and consists mainly of games. “Play of children has the mightiest influence on the maintenance or non-maintenance of laws.”

As I have said before, all theory is useless unless accompanied by results and this year, more than last, we surely have reason to feel gratified in this respect. In the first place the children's interest and enthusiasm have markedly increased. Moreover, the year's training shows in their greater rapidity in responding to and executing commands. While they are far from the ideal conditions, when responding muscles act almost involuntarily, they nevertheless have taken perceptible strides toward that goal. The high school pupils have also gained in enthusiasm, and of course there has been with them still greater chance for results because of more space in their hall.

This brings me to two subjects about which I am deeply concerned. First, the great need of a gymnasium. The high school pupils feel the lack greatly, but with members of the grades it amounts to a necessity, if we really wish our pupils to derive the greatest possible benefit from the physical training course. We must not forget that success in every other line of work depends largely upon the strength and control of the body—sufficient reason, it seems to me, why we should be willing to strain every nerve toward making possible the fullest development of this phase of the child's life. Physical work in aisles between desks is necessarily restricted to a few exercises, and even these are hampered, while in a gymnasium (even a small one) with a fair equipment, opportunities are unlimited.

The other disadvantage is the infrequency of lessons for

the high school pupils. "Practice makes perfect" is never more clearly shown than in physical activities, and a lesson once in two weeks is really not enough to keep the muscles in running order. With a gymnasium and lessons at least twice a week, I feel that greater and more rapid progress would be ensured.

Respectfully submitted,

HELEN J. BROWN

## REPORT OF SCHOOL PHYSICIAN

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*To the Superintendent of Schools:—*

I herewith present my report for the year ending January 31, 1913.

The past year has been a fairly healthy one, and fortunately we have not had to deal with any serious epidemic. During the fall and winter terms there have been many cases of whooping-cough in the central schools. This is always a difficult disease to keep from spreading because of the indefinite symptoms in the early stages, but the coöperation of parents and teachers has helped greatly, and the number of cases has been reasonably limited. We have also had a few sporadic cases of scarlet fever and diphtheria, but the schoolrooms have been properly fumigated and general precautions taken, so that no further cases have developed. There is an ever-increasing knowledge of the fact that children need not inevitably have measles and the other so-called children's diseases, and this attitude is helping greatly to prevent such diseases.

Individual paper towels and liquid soap in patent containers have been supplied in all the buildings, in this way eliminating the common towel and cake of soap which have been responsible in the past for the distribution and spread of some of the contagious diseases.

An interesting part of the work is the coöperation with the teachers in helping to instruct the pupils to better understand the laws of hygiene and general care of the health, showing them the value of cleanliness and proper care of the teeth.

There is noticeable improvement in the ventilation of most of the buildings, and in general the teachers and janitors are careful to air the rooms at recess and at other times when possible. The school buildings and sanitariums have been kept clean and in good condition.

During the year a large number of pupils leaving school to go to work have been furnished with health certificates. The law under which these are required is a wise one, and prevents

many persons from taking up work unsuited to their physical ability, helping to direct them to more suitable employment.

The following diseases and infirmities have been noted during the year just past:

#### SKIN DISEASES

Pediculosis capitis	28
Eczema	3
Impetigo and other skin diseases	15

#### EYES

Conjunctivitis	5
Stye	3
Strabismus	2
Opacity	2

#### THROAT, NOSE, ETC.

Enlarged tonsils	25
Adenoids	12
Enlarged cervical glands	15
Nasal obstruction	2

#### DEFORMITIES

Spine	5
Chest	3
Extremities	4

#### CIRCULATION, ETC.

Heart disease	3
Anemia	7
Under-nutrition	8
Nervousness	6

#### DEFECTIVE MENTALITY

TEA DRINKERS	Many
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It is pleasing to report that many children who in former years have been afflicted with adenoids, having had them removed, show improvement in both mental and physical vigor.

While away for a vacation in December, my duties as school

physician were most efficiently performed by Dr. E. C. Conroy, and I wish to express my appreciation for his care and attention to the work.

In conclusion I wish to thank the School Committee, the Superintendent and the teachers for their help and coöperation.

Respectfully submitted,

W. DACRE WALKER, M. D.

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## REPORT OF TRUANT OFFICER

*To the Superintendent of Schools:—*

I herewith submit the following report for the year 1912:

Number of cases reported	136
Number of cases investigated	134
Number of truants	53
Number of absences with legal excuse	5
Number absent because of sickness	25
Number absent for lack of clothing	1
Number absent to help at home	16
Number absent for other insufficient reason	29
Number of cases prosecuted	4
Number of visits to factories	0
Number found working without certificates	0
Number found and taken to school	1

Respectfully submitted,

JAMES NAPIER,  
*Truant Officer*

## APPENDIX



# SCHOOL CALENDAR

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1913

## SECOND TERM — EIGHT WEEKS

December 30, Monday,	Second term begins
February 21, Friday,	Second term ends

## RECESS — ONE WEEK

## THIRD TERM — EIGHT WEEKS

March 3, Monday,	Third term begins
March 14, Friday 7.30 P.M.,	Lincoln Spelling Contest
April 11, Friday, 7.45 P.M.,	The Barnard Speaking
April 25, Friday,	Third term ends

## RECESS — ONE WEEK

## FOURTH TERM — SEVEN WEEKS

May 5, Monday,	Fourth term begins
May 30, Friday,	Memorial Day, Holiday
June 19, Thursday, 3.30 P.M.,	Grammar School Graduation
June 19, Thursday, 8.00 P.M.,	Punchard School Graduation
June 20, Friday,	Fourth term ends

## VACATION — ELEVEN WEEKS

## FIRST TERM — FIFTEEN WEEKS

September 8, Monday,	First term begins
November 27, Thursday,	Thanksgiving Day. Holiday
November 28, Friday,	Special Holiday.
December 12, Friday, 7.45 P.M.,	The Goldsmith Speaking
December 19, Friday,,	First term ends

## RECESS — ONE WEEK

1914

## SECOND TERM — EIGHT WEEKS

December 29, Monday,	Second term begins
February 20, Friday,	Second term ends

## RECESS — ONE WEEK

## THIRD TERM — EIGHT WEEKS

March 2, Monday,	Third term begins
March 13, Friday, 7.30 P.M.,	Lincoln Spelling Contest
April 10, Friday, 7.45 P.M.,	The Barnard Speaking
April 24, Friday,	Third term ends

## RECESS — ONE WEEK

## FOURTH TERM — SEVEN WEEKS

May 4, Monday,	Fourth term begins
June 18, Thursday, 3.30 P.M.,	Grammar School Graduation
June 18, Thursday, 8.00 P.M.,	High School Graduation
June 19, Friday,	Fourth term ends

# STATISTICS

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Population, 1910		7301
Children between five and fifteen years of age,		
September 1, 1912:		
Males	625	
Females	663	1288
Children between seven and fourteen years of age,		
Males	431	
Females	470	901
Valuation of Andover, 1912	\$7,207,765	00
Valuation of schoolhouses and lots	179,000	00
Estimated value of books and apparatus	13,000	00
Tax rate per \$1,000		16 50
Total cost for support of schools (including salaries and expenses paid by the Trustees of the Punchard Free School)	45,680	08
Total cost to the town for the support of schools	42,380	08
Total cost of repairs and improvements	3,253	05
Amount per \$1,000 of valuation raised by taxation and expended for the support of schools		5 89
Amount per \$1,000 of valuation raised by taxation and expended for repairs and improvements		45
Total expenditure per pupil for the support of schools		39 41
Total cost to the town per pupil for the support of schools		36 38
Number of school buildings		12
Number of school rooms		42
Number of rooms occupied		40
Number of principals of buildings		7
Number of special teachers		5

# RANK IN ATTENDANCE — 1911-12

Rank	School	Grade	Teacher	Attendance
1	Richardson	I-III	Helen W. Battles, Prin.	97.7
2	Bradlee	VIII, IX	Clara A. Putnam, Prin.	97.5
3	Bradlee	IV, V	Cecilia A. Derrah	97.2
4	Punchard	High	Nathan C. Hamblin, Prin.	96.9
5	John Dove	IV, V	Margaret C. Kimball	96.5
6	Stowe	VI, VII	Mabel A. Ward	96.27
7	West Centre	V-IX	Emily F. Carleton, Prin.	96.23
8	Bradlee	II, III	Ruby S. Copeland	95.98
9	Bradlee	VI, VII	Cynthia E. Flint	95.91
10	Indian Ridge	IV, V	Iva M. Fletcher	95.8
11	Stowe	VII	Caroline J. Burt	95.7
12	Richardson	IV-VI	Emma L. Ward	95.1
13	John Dove	V	Annie M. Downes, Prin.	95.
14	Indian Ridge	V, VI	Eleanor N. Irving	94.9
15	Stowe	VII, VIII	Edith A. Hiller	94.8
16	Bailey	I-IX	Violet A. Oates	94.6
17	John Dove	IV	Katherine T. Hannon	94.5
18	Stowe	VIII, IX	Grace Hill	94.3
19	S. C. Jackson	II	Florence I. Abbott	94.
20	Indian Ridge	VII, VIII	Etta M. Dodge, Prin.	93.85
21	John Dove	III	Eva A. Libby	93.83
22	Indian Ridge	II, III	Lena M. Clark	93.7
23	Stowe	IX	James H. Morss, Prin.	93.6
24	John Dove	II	Lucy A. Allen	93.3
25	John Dove	III	Margaret S. Hoyt	93.2
26	S. C. Jackson	I	Florance M. Prevost	93.1
27	S. C. Jackson	Special	Joanna P. Simmons	92.9
28	Bradlee	I	Carrie R. French	92.8
29	West Centre	I-IV	Mary M. Prescott	92.1
30	Stowe	VI	Carolyn A. Dean	92.
31	Indian Ridge	I, II	Frances Hobbs	91.1
32	Osgood	I, II, IV-VI, VIII	Mabelle E. Langley	91.
33	North	I-IX	Annie A. Shirley	90.8
34	S. C. Jackson	I	Adèle H. Duval	88.5

## BY SCHOOLS

1	Punchard	96.9
2	Richardson	96.4
3	Bradlee	95.7
4	Bailey	94.6
5	Stowe	94.4
6	West Centre	94.1
7	Indian Ridge	93.8
8	John Dove & S. C. Jackson	93.4
9	Osgood	91.
10	North	90.8
	Average for all Schools	94.1

# RANK IN PUNCTUALITY — 1911-12

Rank	School	Grade	Teacher	Ave. No. Tardinesses
1	Richardson	I-III	Helen W. Battles, Prin.	.33
2	West Centre	V-IX	Emily F. Carleton, Prin.	.48
3	Bradlee	VIII, IX	Clara A. Putnam, Prin.	.55
4	Indian Ridge	VII, VIII	Etta M. Dodge, Prin.	.65
5	Indian Ridge	V, VI	Eleanor N. Irving	.66
6	Bradlee	VI, VII	Cynthia E. Flint	.84
7	Indian Ridge	IV, V	Iva M. Fletcher	1.12
8	Bradlee	II, III	Ruby S. Copeland	1.17
9	Richardson	IV-VI	Emma L. Ward	1.38
10	Bradlee	I	Carrie R. French	1.39
11	Bradlee	IV, V	Cecilia A. Derrah	1.421
12	Indian Ridge	II, III	Lena M. Clark	1.425
13	Stowe	VII, VIII	Edith A. Hiller	1.46
14	John Dove	V	Annie M. Downes, Prin.	1.55
15	Osgood	I, II, IV-VI, VIII	Mabelle E. Langley	1.56
16	Stowe	IX	James H. Morss, Prin.	1.63
17	S. C. Jackson	I	Adèle H. Duval	1.64
18	John Dove	II	Lucy A. Allen	1.78
19	Stowe	VII	Caroline J. Burtt	1.79
20	John Dove	III	Margaret S. Hoyt	1.9
21	Indian Ridge	I, II	Frances Hobbs	2.01
22	Stowe	VI	Carolyn A. Dean	2.08
23	S. C. Jackson	I	Florance M. Prevost	2.09
24	John Dove	IV	Katherine T. Hannon	2.2
25	John Dove	III	Eva A. Libby	2.3
26	John Dove	IV, V	Margaret C. Kimball	2.61
27	Bailey	I-IX	Violet A. Oates	2.68
28	West Centre	I-IV	Mary M. Prescott	3.09
29	Stowe	VIII, IX	Grace Hill	3.1
30	S. C. Jackson	II	Florence I. Abbott	4.
31	North	I-IX	Annie A. Shirley	4.5
32	Stowe	VI, VII	Mabel A. Ward	5.43
33	Punchard	High	Nathan C. Hamblin, Prin.	5.46

## BY SCHOOLS

1	Richardson	.85
2	Bradlee	1.03
3	Indian Ridge	1.16
4	Osgood	1.56
5	West Centre	1.78
6	John Dove & S. C. Jackson	2.31
7	Stowe	2.55
8	Bailey	2.68
9	North	4.5
10	Punchard	5.46
	Average for all Schools	2.38

# ATTENDANCE STATISTICS — 1911-1912

SCHOOL	GRADE	ENROLLMENT						Total membership	Average membership	Average attendance	Per cent. of Attendance	Half days absence	Unexcused absence	Tardinesses	Dismissals	Length of school in months and days	Visits by parents and patrons	Visits by Superintendent	Visits by school committee	Visits by physician
		Boys	Girls	Total	Under 5 years	5 to 15 years	Over 15 years													
Punchard . . . Stowe . . . .	High IX	44	61	105	.	17	88	105	98.6	95.5	96.9	1246	434	539	97	9-7	12	20	4	1
	VIII, IX	23	25	48	.	35	13	48	46.9	38.3	93.6	896	54	67	41	9-5	19	36	7	3
	VII, VIII	22	20	42	.	42	.	42	36.1	35.	94.3	696	267	118	30	9-4 <sup>1</sup>	14	11	4	3
John Dove . .	VII, VIII	17	21	38	.	38	.	38	38.8	38.4	94.8	690	36	57	48	9-5	12	15	6	8
	VII	25	20	45	.	45	.	45	40.1	38.4	95.8	651	149	72	42	9-5	31	17	4	2
	VI, VII	26	22	48	.	46	.	48	38.8	38.8	96.2	3211	3211	220	27	9-5	17	13	3	1
	VI	32	16	48	.	48	.	48	37.4	34.6	92.	2341	13	78	98	9-5	20	18	4	4
	V	2	21	42	.	42	.	42	39.3	37.3	95.	653	88	61	17	9-4	40	26	11	4
Samuel C. Jackson	IV, V	22	22	44	.	44	.	44	40.2	38.8	96.5	546	133	98	8	9-5	11	10	4	4
	IV	17	26	43	.	43	.	43	40.3	38.1	94.5	838	296	66	17	9-5	35	17	5	4
	III	22	20	42	.	42	.	42	37.1	34.6	93.2	1138	247	73	15	9-5	26	8	3	2
	III	22	21	43	.	43	.	43	37.3	35	93.8	784	111	88	11	9-5	35	8	.	8
	II	20	24	44	.	44	.	44	35.9	33.5	93.3	807	124	64	20	9-8	84	12	3	3
Indian Ridge . .	I	20	16	36	.	36	.	36	35.4	33.3	94.	985	208	143	44	9-5	24	14	2	7
	Special	19	25	44	1	43	.	44	37.7	33.4	88.5	1476	209	62	3	9-4 <sup>1</sup>	26	10	3	9
	VII, VIII	27	16	43	1	42	.	43	38.6	36.	93.1	1144	210	81	22	9-5 <sup>1</sup>	48	17	5	.
	V, VI	7	.	7	.	6	1	7	6.3	5.8	92.8	88	.	6	.	2-18	3	6	.	.
	IV, V	6	16	22	.	21	1	22	24.4	22.9	93.8	1825	260	16	51	9-6	12	24	4	5
Bradlee . . . .	III, IV	18	18	36	.	36	.	36	31.7	30.1	94.9	1570	137	21	28	9-5	6	16	3	3
	II, III	26	21	37	.	37	.	37	33.8	32.4	95.8	1443	140	38	15	9-5	11	15	3	1
	I, II	25	20	45	.	45	.	45	41.4	38.8	93.7	1455	131	59	15	9-5	8	14	3	5
	I, II	18	18	36	.	36	.	36	32.3	29.5	91.1	1738	280	65	2	9-4	2	15	6	3
	VIII, IX	11	13	24	.	16	4	21	19.7	19.2	97.5	214	18	11	16	9-4	9	20	7	4
Richardson . .	VI, VII	17	21	38	.	31	1	32	32.	30.7	95.9	448	124	27	31	9-6	.	14	2	2
	IV, V	18	24	42	.	37	.	42	38.7	37.6	97.2	470	84	55	9	9-4	10	9	2	3
	III	17	20	37	.	37	.	37	31.9	33.5	95.9	600	183	41	20	9-3 <sup>1</sup>	19	12	2	.
	I	12	12	24	1	23	.	24	22.9	21.3	92.8	563	79	32	11	9-3	21	16	2	4
	I-III	15	17	32	.	32	.	32	29.9	29.2	97.7	312	32	10	11	9-4 <sup>1</sup>	70	17	3	5
West Centre . .	IV-VI	11	15	26	.	25	1	26	24.6	23.4	95.1	403	68	9	14	9-3 <sup>1</sup>	23	14	3	6
	V-IX	16	7	23	.	23	.	23	18.6	17.9	96.2	222	78	9	5	9-3 <sup>1</sup>	33	12	3	3
	I-IV	11	16	27	.	27	.	27	24.2	22.3	92.1	636	488	74	21	9-3	29	13	1	5
	I-IX	18	17	35	.	34	1	35	30.6	27.8	90.8	1188	416	138	45	9-4 <sup>1</sup>	23	13	.	1
	I-IX	11	18	29	.	27	2	29	27.8	26.3	94.6	740	10	75	4	9-1	21	11	.	1
Osgood . . . .	I-IV, VI, VIII	9	13	22	.	22	.	22	17.1	15.6	91.	263	12	27	5	9-5	25	9	1	1
Totals . . . .		625	662	1287	3	1170	114	1287	1161.9	1101.7	94.8	32189	5019	2625	806	9-4	778	502	103	104



# TEACHERS

FEBRUARY 1, 1912—JANUARY 31, 1913.

SCHOOL.	GRADE.	NAME	First Election	Resig- nation	SALARY	EDUCATION
<b>Punchard</b>	Principal—Latin Science	Nathan C. Hamblin	1910	.....	\$2000.00*	\$ Harvard University
		Eugene V. Lovely	1911	.....	1000.00	Bates College
	English Mathematics	Harriet A. Foss	1910	.....	850.00	Wellesley College
		Caroline M. Davis	1911	.....	800.00†	Wellesley College
	Business	Edna G. Chapin	1906	.....	850.00†	Smith College
		Louise M. Farnsworth	1910	.....	850.00	Tufts College
	French and German History	Elizabeth M. Loftus	1911	.....	700.00	Tufts College
		James H. Morss	1911	.....	1000.00	Boston University
	Prin.—IX VIII, IX	Grace Hill	1900	.....	650.00	Salem Normal
		{ Edith A. Hiller	1912	1912	550.00	Simmons College
<b>Stowe</b>	VIII	{ Jennie H. Luce	1912	.....	550.00	\$ Wellesley
		{ Caroline J. Burt	1903	1912	575.00	Bridgewater Normal
	VII, VIII	{ Ruby J. Kenty	1912	.....	550.00	\$ Hyannis Normal
		{ Mabel A. Ward	1911	.....	550.00	\$ Bridgewater Normal
	VI, VII	Carolyn A. Dean	1911	.....	575.00	Punchard Free School
		Annie M. Downes	1892	.....	850.00	Symonds High School
	VI	Margaret C. Kimball	1898	.....	600.00	Salem Normal
		{ Joanna P. Simmons	o	**	550.00	Higgins Classical Institute
	Prin., V IV, V	{ Katherine T. Hannon	**	**	575.00	Lowell Normal
		{ Margaret S. Hoyt	1906	.....	575.00	Plymouth (N. H.) Normal
<b>John Dove and Samuel C. Jackson</b>	III, IV	Eva A. Libby	1910	.....	575.00	Gorham (Me.) Normal
		Florence I. Abbott	1911	.....	575.00	Salem Normal
	III	Lucy Anne Allen	1892	.....	575.00	New Britain (Conn.) Normal
		Adèle H. Duval	1906	.....	600.00	Winona (Minn.) Normal
	II	Florence M. Prevost	1898	.....	600.00	Lucy Wheelock K'gt'n Tr. School
		{ Joanna P. Simmons	1898	.....	500.00	Higgins Classical Institute
	I	{ Sarah A. Hill	1912	**	550.00	\$ Hyannis Normal
			1912	.....		
	Special					



<b>Indian Ridge</b>	Prin., VII, VIII	Etta M. Dodge	1909	.....	750 00	Concord (N. H.) High School
	V, VI	{ Eliza V. Coburn	1901	1912	525.00	§ Salem Normal
	IV, V	{ Eleanor N. Irving	1912	.....	550.00	Framingham Normal
	II, III	{ Iva M. Fletcher	1911	1912	500.00	Plymouth (N. H.) Normal
	I	{ Mary Moriarty	1912	.....	525.00	Lowell Normal
<b>Bradlee</b>	Prin., VIII, IX	{ Lena M. Clark	1910	.....	575.00	Plymouth (N. H.) Normal
	VI, VII	{ Helen L. Follansbee	1911	1911	500.00	Newburyport (Mass.) Tr. School
	IV, V	{ Frances Hobbs	1911	.....	525.00	Nashua Training School
	II, III	Clara A. Putnam	1895	.....	850.00	Symonds High School
	Prin., I-III	Cynthia E. Flint	1911	.....	550.00	Bridgewater Normal
<b>Richardson</b>	Prin., I-III	Cecilia A. Derrah	1911	.....	550 00	Salem Normal
	IV-VI	Ruby S. Copeland	1910	.....	575.00	Framingham Normal
	Prin., V-IX	Carrie R. French	1911	.....	550.00	§ Salem Normal
	I-IV	Helen W. Battles	1886	.....	675.00	Punchard Free School
	I-IX	Emma L. Ward	1907	.....	525.00	§ Oberlin College
<b>West Centre</b>	Prin., V-IX	Emily F. Carleton	1901	.....	625.00	Johnson High School
	I-IV	{ Bernice B. Abbott	1912	.....	500 00	Lowell Normal
	I-IX	{ Mary M. Prescott	1911	1912	500.00	§ Lowell Normal
	I-IX	{ Annie A. Shirley	1909	1912	575.00	Bridgewater Normal
	I-IX	{ Grace Pennock	1912	.....	500.00	Boston University
<b>North</b>	I-V, VII, VIII	{ Violet A. Oates	1911	1912	525.00	§ Salem Normal
	Dr. and M. Tr.	{ Ella S. Morrill	1912	.....	525.00	Framingham Normal
	M. Tr. ‡ 1	Mabelle E. Langley	1911	.....	525.00	No. Adams Normal
	Music ‡ 2	Gertrude T. Sauer	1911	.....	525.00	Mass. Normal Art
	Physical Tr. ‡ 2	{ William F. Eastwood	1911	1912	350.00	Mass. Institute Technology
<b>Bailey</b>	Domestic Science	{ Winfield W. Lunt	1912	.....	400.00	Harvard University
		{ Henry L. Stone	1910	1912	500.00	Mt. Holyoke College
		{ Ruth B. Mitchell	1912	.....	500.00	Sargent School of Physical Tr.
		Helen Brown	1911	.....	350.00	Pvt. Instr. with Miss M. Parloa
		Elizabeth M. Loftus	1911	.....	above	

\* One-half salary paid by town and one-half by Trustees of Punchard Free School.

† Salary paid by Trustees of Punchard Free School.

‡ Leave of absence.

‡ Figures indicate number of days per week.

§ Attended without graduating.

\*\* Transferred.

# PRIZE AWARDS

## 1912

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### PUNCHARD SCHOOL

The Barnard prizes for excellence in composition and oral delivery:

First, twenty dollars, Ada Millicent Matthews, '13.

Second, twelve dollars, Annie Elizabeth McGhie, '13.

Third, eight dollars, Clifford Winslow Dunnells, '12.

The Goldsmith prizes offered by the Alumni Association for excellence in speaking:

Girls' prize, five dollars, Helen Beatrice Higgins, '13.

Boys' prize, five dollars, Swasey LeRoy Morrill, '14.

The M. E. Gutterson Botanical prizes:

Five dollars, Margaret Mary Barrett, '12.

The Punchard Botanical Club prize:

Book, Georgiana Lovejoy, '14.

Prizes for excellence in first year Latin:

First, five dollars, Mary Georgiana Keirstead, '16.

Second, three dollars, Mary Louise Zecchini, '16.

The Parker Memorial prize to the athlete who has won the "P" twice, and stood highest among the athletes in scholarship:

Ten dollars, Frank Ralton Petty, '12.

The prize for broad and helpful influence:

Ten dollars, Helen Katharine Hardy, '12.

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### PRIZES FOR GENERAL EXCELLENCE IN HISTORY

Offered by the Daughters of the American Revolution.

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#### FIRST PRIZE — BOOK

##### GRADE IX

Gertrude Berry, Stowe School (Room 4)

Annie Leslie, Stowe School (Room 1).

William Riley, Bradlee School.

James R. Carter, West Centre School.

George Cobb, Bailey School.

Howard Whitten, Osgood School.

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HONORABLE MENTION AND FLAG

Sylvia Cox, Stowe School.  
Arthur Leary, Stowe School.  
William P. Foster, Stowe School.  
Harold Stark, Bradlee School.  
Cora Abbott, Bradlee School.  
Ernest Chiras, Bradlee School.  
Aileen Wood, Bradlee School.  
John Noyes, West Centre School.  
Ruth Abbott, West Centre School.  
Adam Michelin, Stowe School.  
Sarah Woodhead, Stowe School.  
Martha Blunt, Stowe School.

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## LINCOLN SPELLING MATCH

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GENERAL PRIZES

First, Lucretia Lowe, Punchard School.  
Second, Alice Tomlinson, Bradlee School, Grade IX.  
Third, Henry Lavery, Richardson School, Grade VI.

## GRADE PRIZES

## HIGH SCHOOL

First, Lucretia Lowe, '13.  
Second, Mary Keirstead, '15.

## GRADE IX

First, Alice Tomlinson, Bradlee School.  
Second, Eunice Stack, Stowe School.

## GRADE VIII

First, Julia McGrath, Stowe School.  
Second, Rufus Keirstead, Stowe School.

## GRADE VII

First, George Knipe, Stowe School.  
Second, Jenny Boutwell, Indian Ridge School.

## GRADE VI

First, Henry Lavery, Richardson School.  
Second, Mary Caldwell, Indian Ridge School.

## FIFTY-THIRD COMMENCEMENT EXERCISES

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Sunday, June 16, at 10.30 A.M. Baccalaureate Sermon at the South Church by Reverend Frank R. Shipman.

Wednesday, June 19, at 3.45 P.M. Class Day Exercises on the Punchard Lawn.

Friday, June 21, at 8 P.M. At the Town Hall, Reception to the Graduating Class by the Alumni Association.

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### CLASS DAY EXERCISES

Wednesday, June 19, at 3.45 P.M.

#### ADDRESS OF WELCOME

Frank Ralton Petty, Class President

#### HISTORY

Helen Edith Holt

#### IVY ADDRESS

Jane Elizabeth Nugent

#### CLASS STATISTICS

Eva Harriet Eaton

#### CLASS WILL

Mabel Elizabeth Marshall

#### PROPHECY

Gertrude May Morgan

#### ADDRESS TO UNDERGRADUATES

Elizabeth Lamont Dick

#### CLASS SONG

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### GRADUATION EXERCISES

Thursday, June 20, 8 P.M.

#### MARCH

CHORUS—"Toward the Shores of Pellestrina"

Offenbach

#### PRAYER

Rev. Dean A. Walker

SALUTATORY AND ESSAY—The Children's Bureau

Margaret Mary Barrett

ESSAY — Modern Improvements in Navigation  
Clifford Winslow Dunnells

ESSAY — The Work of Clara Barton  
Louise May Greenwood

CHORUS — "The Shepherd's Good Night" Verdi

ESSAY — The Republic of Mexico  
Elizabeth May Henderson

PRESENTATION OF CLASS GIFT  
Frank Ralton Petty, President of Class

PRESENTATION OF PRIZES

ESSAY AND VALEDICTORY — The School and the Senior  
Helen Katherine Hardy

PRESENTATION OF DIPLOMAS

CLASS ODE

#### CLASS SONG

Dear Punchard! Thy children again to thy halls  
Bring their tributes to lay at thy feet,  
And gath'ring once more 'neath thy banner of love,  
Their pledges to thee they repeat.  
Our class of the past will soon be a part,  
On the great sea of life we are cast,  
But "Age quod Agis" our motto shall be  
Till the storms of our lives are all past.

When as Pilgrims, we soon shall go forth from thy walls,  
As thy sons true and loyal to thee,  
May thy truth ever point toward the heavenly way,  
Through all the long ears that shall be.  
Dear classmates, the way may be rugged and steep,  
With foes ever lurking to harm,  
But "Age quod Agis" still hold, and you'll gain  
The far heights, bearing victory's palm.

Fair Punchard! adieu, and when stern Duty calls,  
Ever guard our weak footsteps aright.  
Bright Star of our Night! Sweet Hope of our years!  
Be thou ever our hope and our light.  
Farewell, Alma Mater, we again bid adieu;  
When alone on our paths we shall plod,  
Let "Age quod Agis" our true watchword be,  
Till we reach the White City of God.

*Katherine Agnes McNally*

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### CLASS MEMBERS

Margaret Mary Barrett	William Henry Haigh
Stephen Augustine Boland	Elizabeth May Henderson
Elizabeth Lamont Dick	Helen Edith Holt
Clifford Winslow Dunnells	Mabel Elizabeth Marshall
Eva Harriet Eaton	Katherine Agnes McNally
Louise May Greenwood	Gertrude May Morgan
Helen Katherine Hardy	Jane Elizabeth Nugent
Frank Ralton Petty	

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### CLASS OFFICERS

President, FRANK RALTON PETTY
Vice-President, MARGARET MARY BARRETT
Sec. and Treas. GERTRUDE MAY MORGAN

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## GRAMMAR SCHOOL GRADUATING EXERCISES

Punchard Hall, Thursday, June 20, 1912, 3.30 P.M.

### MARCH

Blanche Higgins, Isabella Peters

CHORUS—"To Thee, O Country"	Eichberg
School	

PIANO DUET—"Goldfish Polka"	Goerdeler
Emma and Bernice Boutwell	

### ADDRESS

Hon. John N. Cole

### PRESENTATION OF HISTORY PRIZES

Mrs. Charles E. Abbott

CHORUS—"Will o' the Wisp"	Jungmann
School	

### PRESENTATION OF CERTIFICATES

Dr. Edward C. Conroy

CHORUS—"Twilight at Sea"	Rossini
School	

Accompanist—Blanche Higgins

## GRAMMAR SCHOOL GRADUATES

## STOWE SCHOOL

Mary Osgood Bartlett	Annie Strachan Leslie
Gertrude Wells Berry	Jennie Jackson Leslie
Lily Elizabeth Blonquist	Frank McCarthy
Martha Elizabeth Blunt	Lillian Marguerite McCarthy
Gustave Edwin Brown	William Angus McDermitt
William Angus Buchan	Joseph William McNally
Chester Linwood Callum	Elizabeth Helen McNulty
James Peters Christie	Adam John Micheline
Henry Bradford Clarke	Dorothy Newton
Sylvia May Cox	Charles Loomer Parker
Madeline Margaret Fitzgerald	Annie Perez
Roy Sylvester Flint	Isabella Stafford Peters
William Phillips Foster	Kenneth Lyall Scott
Thomas Harrison Garside	Eunice Gertrude Stack
Annie Margaret Harnedy	Augustine Sullivan
Norman Edward Harris	Robertina Wilson Taylor
Catherine Hickey	Hilda Belle Temple
Agnes Blanche Higgins	Theodore Ellis Tyler
Herbert Warren Holt	Alexander B. R. Valentine
Mildred Jaquith	Emily Florence Watson
Eldred Wilson Larkin	Guy Elliott Webster
Annie Lois Lawrence	Margaret Theresa Welch
Arthur Jeremiah Leary	Jenny Roseline Wetterberg
Catherine Leary	Pauline Frances Wood
Sarah Levina Woodhead	

## BRADLEE SCHOOL

Cora Elizabeth Abbott	William Joseph Riley
George Ernest Chiras	Harold Barrett Stark
Ruth Lillian Greenwood	Alice Mabel Tomlinson
Mary Frances Horne	Aileen Wood

## WEST CENTRE SCHOOL

Ruth Elizabeth Abbott	Phyllis Janet Cunningham
James Rose Carter	John Dufton Noyes

## BAILEY SCHOOL

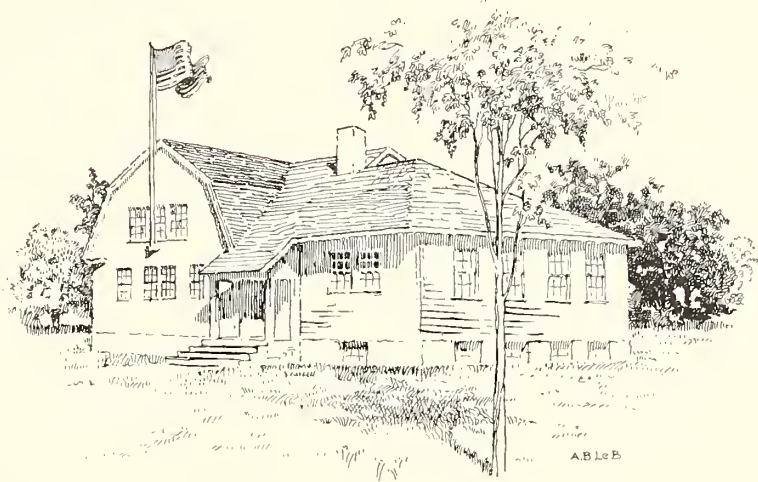
Bernice Patterson Boutwell	George Cobb
Emma Fessenden Boutwell	Florestina Estella Leland
Everett Samuel Boutwell	Gilbert Morse Wilcox

## OSGOOD SCHOOL

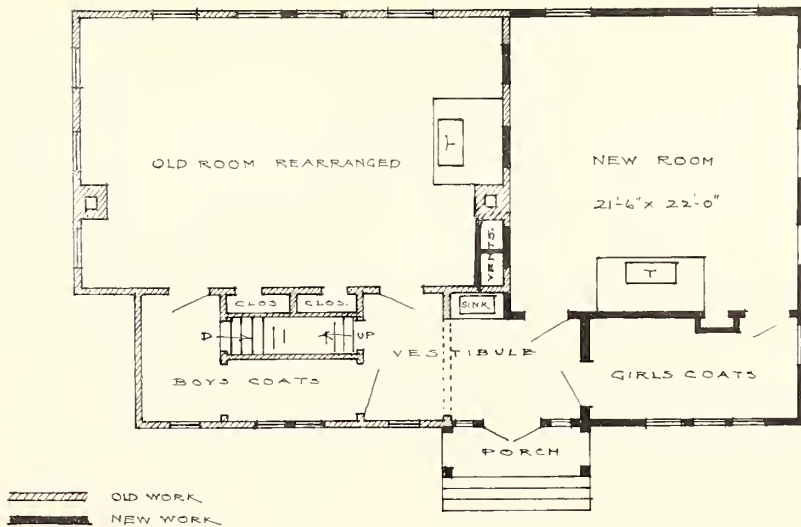
Delia Belisle	Howard Whitten
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*Added R. L. Bennett's Architect  
10 Tremont St. Boston*



PROPOSED ADDITION TO THE NORTH DISTRICT SCHOOL ANDOVER, MASS.



TOWN OF ANDOVER

MASSACHUSETTS

ANNUAL REPORT

OF

THE SCHOOL COMMITTEE

FOR THE YEAR

1913

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Andover, Mass.  
THE ANDOVER PRESS  
1914



## SCHOOL COMMITTEE

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GRANVILLE K. CUTLER, <i>Chairman</i> , West District	Term expires 1914
GEORGE A. CHRISTIE, <i>Secretary</i> , 62 Elm Street	Term expires 1914
EDWARD C. CONROY, M.D., 29 Essex Street	Term expires 1914
HENRY A. BODWELL, 31 Morton Street	Term expires 1915
JOHN C. ANGUS, 119 Main Street	Term expires 1915
BARTLETT H. HAYES Phillips Street	Term expires 1915
FREDERIC G. MOORE, 6 Chestnut Street	Term expires 1916
THOMAS E. RHODES, 64 Chestnut Street	Term expires 1916
PHILIP F. RIPLEY, 7 Abbot Street	Term expires 1916

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### *Superintendent of Schools*

*GEORGE M. BEMIS, *Resigned Feb. 14, 1914.	50 Summer Street
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### *Clerk*

ETHEL M. EATON,	99 Chestnut Street
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## GENERAL COMMITTEES

## Financial and Advisory

GRANVILLE K. CUTLER

GEORGE A. CHRISTIE

FREDERIC G. MOORE

## Teachers

EDWARD C. CONROY

PHILIP F. RIPLEY

JOHN C. ANGUS

### Books and Supplies

EDWARD C. CONROY

FREDERIC G. MOORE

BARTLETT H. HAYES

*Cornell Scholarships Phillips Academy*

PHILIP F. RIPLEY

BARTLETT H. HAYES

THOMAS E. RHODES

*Cornell Scholarships, Abbot Academy*

FREDERIC G. MOORE

JOHN C. ANGUS

GRANVILLE K. CUTLER

## DISTRICT COMMITTEES

*Punchard High School*

HENRY A. BODWELL

THOMAS E. RHODES

JOHN C. ANGUS

*Stowe, John Dove and Samuel C. Jackson Schools*

FREDERIC G. MOORE

HENRY A. BODWELL

GEORGE A. CHRISTIE

*Indian Ridge, Bradlee and Richardson Schools*

EDWARD C. CONROY

PHILIP F. RIPLEY

BARTLETT H. HAYES

*West Centre, North, Bailey and Osgood Schools*

GRANVILLE K. CUTLER

FREDERIC G. MOORE

THOMAS E. RHODES



# LIST OF TEACHERS

Corrected to February 1, 1914

## PUNCHARD SCHOOL

NAME		ADDRESS
<i>Latin</i>		
Nathan C. Hamblin, Principal		101 Chestnut Street
<i>Science</i>		
Eugene V. Lovely		135 Main Street
<i>Business</i>		
Edna G. Chapin		105 Chestnut Street
<i>History, Domestic Science</i>		
Elizabeth M. Loftus		71 Main Street
<i>Mathematics</i>		
Caroline M. Davis		66 Chestnut Street
<i>English</i>		
Harriet A. Foss		134 Main Street
<i>French and German</i>		
Louise M. Farnsworth		134 Main Street

## STOWE SCHOOL

IX	James H. Morss, Prin.	28 Salem Street
VIII	Margaret C. Kimball	Lawrence, Mass.
VII, VIII	Bernice G. Stimpson	16 Summer Street
VII	Eleanor N. Irving	12 Florence Street
VI, VII	Eliza Spaulding	13 Chestnut Street
VI	Carolyn A. Dean	104 Main Street

## JOHN DOVE AND SAMUEL C. JACKSON SCHOOLS

V	Anne M. Downes, Prin.	68 Whittier Street
V	Joanna P. Simmons	50 Whittier Street
IV	Katherine T. Hannon	47 Whittier Street
III, IV	Margaret S. Hoyt	10 Florence Street
III	Mae Chase	107 Main Street
II, III	Frances Hobbs	10 Florence Street
II	Florence I. Abbott	Upland Road
I	Adèle H. Duval	53 Elm Street
I	Florance M. Prevost	67 Bartlet Street
Special	Sarah A. Hill	29 Bartlet Street

## INDIAN RIDGE SCHOOL

VII, VIII	Etta M. Dodge, Prin.	8 Wolcott Avenue
V, VI	Helen E. Hartford	49 Whittier Street
IV, V	Mary Moriarty	Lawrence, Mass.
II, III	Lena M. Clark	10 Florence Street
I, II	Mary E. Riley	Lawrence, Mass.

## BRADLEE SCHOOL

VIII, IX	Grace Hill, Prin.	67 Bartlet Street
VI, VII	Cynthia E. Flint	47 Whittier Street
IV, V	Cecilia A. Derrah	26 Summer Street
II, III	Ruby S. Copeland	Ballardvale
I-II	Carrie R. French	Ballardvale

## RICHARDSON SCHOOL

I-III	Helen W. Battles, Prin.	31 Lowell Street
IV-VI	Emma L. Ward	Lowell Street

## WEST CENTRE SCHOOL

V-IX	Emily F. Carleton, Prin.	"Hillside," Shawsheen Rd.
I-IV	Bernice B. Abbott	Lawrence, Mass.

## NORTH SCHOOL

I-IX	Helen R. Roberts	Lawrence, Mass.
	Mabel Brown, Asst.	34 School Street

## BAILEY SCHOOL

I-IX	Ella S. Morrill	Argilla Road
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## OSGOOD SCHOOL

I-IV, VI-VIII	Edith H. Johnson	20 Salen Street
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## SUPERVISORS

Music — Ruth B. Mitchell	27 Summer St.
Drawing — Mabel I. Brigham	
	125 No. Washington St., No. Attleboro, Mass.
Manual Training — Winfield W. Lunt	
	134 Front St., Marblehead, Mass.
Domestic Science, Sewing — Elizabeth M. Loftus	71 Main St.
Physical Training — Helen J. Brown	
	11 Shepard St., Cambridge, Mass.

## SCHOOL PHYSICIAN

W. D. Walker, M. D.,	121 Main St.
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## TRUANT OFFICER

James Napier	91 Elm St.
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## JANITORS

Punchard, Stowe, John Dove and Samuel C. Jackson Schools,	Herbert L. White, Reservation Rd.
Indian Ridge School,	James A. Eaton, 19 Cuba St.
Bradlee School,	James McGhie, Ballardvale
Richardson School,	William McEwan, 19 Haverhill St.
West Centre School,	Granville K. Cutler, Lowell St.
North School,	John Crowley, R. F. D. 1
Bailey School,	Alfred Melanson, R. F. D. 1, Lowell, Mass.
Osgood School,	George Spickler, R. F. D. 1

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## COMMITTEE MEETINGS

The first Tuesday of each month, except July and August, at 7.30 P.M., in the School Committee Rooms, Town Hall.

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## SUPERINTENDENT'S OFFICE HOURS

8—8.30 A.M.; 4—5 P.M., on school days.  
7—7.30 P.M., Tuesdays, Fridays.

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## NO-SCHOOL SIGNAL

The no-school signal is given by means of the fire alarm bell and whistle. When the signal, 3-3-3-, is heard at 7.15 o'clock in the morning, there will be no session of the Punchard School. When the signal is heard at 8 A.M., there will be no session of the grades below the high school in the forenoon, and when it is sounded at 12.30 P.M., these grades will have no session in the afternoon. Should the same signal be heard at 8.30 A.M. or at 1 P.M., there will be no session for the first three grades.

## SCHOOL BOARD'S REPORT

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*To the Citizens of the Town of Andover:—*

The School Committee herewith give their annual report and accounting of funds disbursed by them during the year ending December 31, 1913.

The year has been, in our opinion, a very successful one in school matters. We have been able to continue the services of Mr. George M. Bemis as Superintendent, and under his direction the schools have taken a large step forward. It is with great regret that his resignation has been accepted.

We have also continued practically the same teaching force and matters have moved smoothly and successfully. These facts are attested to by the unusually well equipped and large classes that were graduated from the public schools in June.

We wish to call your attention to the physical condition of the High School Building. The building is old, inadequate and overcrowded. In the very near future the Town will be called upon to face the problem of extensive alterations to the present building, or a new building.

Early in the year a special committee composed of members of the School Board was appointed to look into the matter of alterations or a new High School building. We give herewith their report to the full Board on the matter:

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ANDOVER, MASS., Feb. 3, 1914

*To the Chairman and Members of the School Committee:—*

Your committee appointed to investigate conditions at Punchard High School beg leave to report as follows:

We find the enrollment to be the largest in the history of the school; one hundred and fifty-six at the present time. The probabilities are that this number will be increased, owing to the

growth of Andover as a residential and manufacturing town, also to the fact that owing to the new method of promotion at mid-year in the eighth grade, many of the more active-minded children will go into the high school a year younger than under the old method. With the tendency toward establishing the working age of minors at sixteen, many of these scholars who have spent two or more years in the high school before reaching that age will, in all probability, complete the full course.

The building contains five class-rooms and a physical laboratory on the first floor, a chemical laboratory and a domestic science laboratory in the basement, and an assembly hall on the second floor. The hall is used as a typewriting room and for classes in sewing. With all possible space utilized in the class-rooms there have been times in the past year when it was impossible to supply all pupils with a desk. The physical laboratory is equipped with wide armchairs and is used as a recitation room, and while the room would accommodate about thirty desks it would be unsuitable for use as a laboratory if so equipped.

With a total of seventy-five pupils graduating from the ninth grade in June and only ten graduating from the High School it is probable that, allowing for some pupils dropping out, the total enrollment for next year will reach two hundred and will necessitate the addition of at least forty-four new desks. These will have to be placed in the assembly hall and it will be necessary to move them when the hall is needed for general assembly.

With this crowded arrangement it will be necessary to use several rooms for study and recitations at the same time, which is particularly undesirable in small rooms, where it is hard for students to concentrate their minds on study when others are reciting.

The sanitariums and cloak-rooms are in the basement and are poorly lighted and the ventilation is worse than useless. The recreation rooms, if they may be called such, are located in the basement and are not fit for the pupils to gather in at recess, as they are practically unventilated and in close proximity to the sanitariums. With an addition of fifty pupils the congestion

will be worse and the need for ventilation greater. We believe that for a school of more than one hundred pupils, the present building is entirely inadequate in floor space, number of classrooms, lighting, ventilation and general arrangement, and that to properly care for a school of two hundred pupils, there should be eight class-rooms, a physical laboratory, chemical laboratory, domestic science laboratory, typewriting room, drawing room, office and supply room, and a general assembly hall with proper arrangements in the basement for recreation rooms, teachers' rooms, sanitariums, and shower-baths for the use of athletic teams.

This would necessitate either the remodeling of the present building and the addition of new rooms, or the construction of a new building. From the preliminary survey made a year ago it appears to be impractical to remodel the old building, and as the present site is in all ways the most desirable for a High School, it would seem best to tear down the old building and erect a new one in its place. We would therefore recommend that these conditions be presented to the town in the annual report and that the School Committee be instructed by the town to secure the services of a competent architect to prepare floor plans and elevations of a new High School building, and that an approximate estimate of the cost be obtained. These plans and estimates to be presented to the town for action at the annual town meeting in March, 1915. We would recommend the appropriation of five hundred dollars (\$500) to cover the cost of same.

Respectfully submitted,

HENRY A. BODWELL  
FREDERIC G. MOORE  
JOHN C. ANGUS  
THOMAS E. RHODES  
EDWARD C. CONROY

The school at the North District is also overcrowded and we recommend an appropriation of \$2500, this to be expended for an addition to the present building. We have at the present time two teachers teaching in one room, making 173 study periods during the week. This condition of necessity causes great confusion and is a drawback to successful work.



# FINANCIAL STATEMENT

For the year ending January 12, 1914

## SCHOOLS

Appropriation	\$37,000 00	
	Receipts	Expenditures
Tuition	596 00	
Tickets	211 26	
Transferred from School Houses	82 69	
Transferred from Books and Supplies	322 64	
Transferred from Industrial Schools	475 76	
Teachers and Supervisors		\$28,611 11
Janitors		2,229 21
Matron		228 00
Light		160 59
Transportation		2,267 73
Carriage Hire		136 50
Telephone		77 01
Fuel		2,504 07
School Physician		190 00
Tuition		95 86
Printing		292 90
Water		256 65
Truant Officer		80 00
Census		8 72
Miscellaneous		1,550 02
	\$38,688 37	\$38,688 37

## SCHOOLHOUSES

Appropriation	\$1500 00	
Miscellaneous Receipts	1 40	
Renovation and Repairs		\$1418 71
	\$1501 40	\$1418 71
Balance unexpended		82 69
	\$1501 40	\$1501 40



## BOOKS AND SUPPLIES

Appropriation	\$2400 00	
Miscellaneous Receipts	97 87	
Books and Supplies		\$2175 23
Balance unexpended		322 64
	<hr/>	
	\$2497 87	\$2497 87

## INDUSTRIAL SCHOOLS

Appropriation	\$2000 00	
Tuition		\$800 00
Transferred to Schools	.	475 76
Balance unexpended		724 24
	<hr/>	
	\$2000 00	\$2000 00

The following recommendations have been presented to the Finance Committee of the Town, and approved by them:—

Maintenance	\$39,000 00
Schoolhouses	2,500 00
Books and Supplies	2,400 00
Industrial School	500 00

## REPORT OF SUPERINTENDENT OF SCHOOLS

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*To the School Committee of Andover:*

GENTLEMEN: My third annual report, this being the twenty-fourth in the series of such reports, is herewith submitted.

### GENERAL SURVEY

A statistical comparison of the school years, 1911-12 and 1912-13, shows an increase of thirty-two pupils in average membership, a gain of ten in average attendance, and a decrease of 225 cases of tardiness. Much credit is due to our Attendance Officer, Mr. James Napier, who, cordially supported by the School Committee as well as by all connected with this department, has succeeded in reducing truancy to a minimum. The epidemic of measles last spring at the Bradlee and Richardson Schools helped to lower the average per cent of attendance from 94.8 to 93.1.

The total cost to the town for the support of schools (not including tuition paid to the Lawrence Industrial School), the amount per \$1,000 of valuation raised by taxation for support, and the total expenditure per pupil were less than for the previous year. Notwithstanding this fact the salaries of all janitors and of many teachers were raised.

The teachers and Dr. Walker, our school physician, have given constant and careful attention to the health and comfort of pupils. The latter has responded promptly when summoned and has been ready to advise us in all matters relating to this department. In his report attention is called to the value of fresh air and open windows. It may interest parents to know that my first bulletin to teachers in September contained the following paragraph:

“Never attempt to go on with a recitation or require pupils to study a moment after the air becomes vitiated. The *windows* should be *opened frequently* before school, at recess and when-

ever it seems necessary. Do not depend upon janitors. The regular ventilating system is more or less defective. The best way to prevent the spread of contagious and infectious diseases, and to have our pupils alert and attentive is to see to it that they have at all times plenty of fresh, pure air."

Observation convinces me that these directions have, in most cases, been carried out.

Other measures (though not new) to promote the health and comfort of pupils have been the following:

Strict observance of rules of the Board of Health; careful adjustment of seats and desks; use of liquid soap and paper towels; bubbling fountains instead of drinking-cups, where town water was available (except at Osgood); oiled floors and use of sweeping compounds to reduce the amount of dust; clean sanitariums and use of disinfectants.

Our efforts in the main have been directed toward improvement in the quality of work rather than toward basic changes in the curriculum. Some of the ways in which this has been attempted, in addition to those mentioned under other headings, are as follows: In the lower grades, unusual emphasis upon phonics; introduction of language games intended to establish right habits of speech; arrangement of time schedules for grade teachers; more extensive use of Thompson's Minimum Essentials in Correct Usage, Punctuation and Denominate Numbers; improved methods of teaching and correcting spelling; endeavor to establish standards in reading; more time and attention devoted to penmanship; definite provision for individual instruction in all rooms and the adoption of several new textbooks: Gray's "Number by Development" in Grades I and II, Aldine First Language Book (Grades III, IV), and Frye's "Leading Facts of Geography" (rural schools). A complete revision of the elementary course of study has been authorized by the Committee and will be put into operation as soon as completed.

NOTE:—Changing the custom of submitting the entire reports of supervisors, I shall attempt to summarize them, making such comments as may seem advisable.

## PHYSICAL TRAINING

Last spring Miss Brown devoted most of her time to the teaching of folk dancing, a form of physical training which not only helps to develop gracefulness and a sense of rhythm, but is far more enjoyable than formal, corrective calisthenics. "At the end of the year an exhibition was given, every grade being represented."

In the fall, out-door games, a means of quickening the sense perception, increasing courage and inculcating habits of fair play, were used as "food," followed during the later months by "the medicine of gymnastics."

A gymnasium, either indoor or outdoor, is greatly needed.

## MUSIC

The work done by Miss Mitchell in her department during this, her second year with us, has been systematic and thorough. She has secured the hearty cooperation of teachers and pupils and the latter have made a decided gain in their ability "to read music readily" and "to sing with good tone."

Some of the salient points mentioned in her report are:

*a.* Pupils are better prepared in music for work of next higher grades.

*b.* An operetta, "Jack and the Baked Bean Stalk," was given in the town hall last June by seventy Stowe pupils — resulting in greater enthusiasm for singing.

*c.* Music in the high school was made compulsory instead of elective. Results are inspiring and seem to justify the change.

*d.* A Glee Club of eighteen members, under the direction of the supervisor, has been organized in the high school.

*e.* Two new books, "The New Educational Fifth Reader" and "The McConathy School Song Book" have been introduced.

*f.* A few new records have been purchased for the grafonola.

## DOMESTIC SCIENCE

The fact that a larger number of high school girls elected Domestic Science than could possibly be accommodated is suf-

ficient evidence that both they and their parents realize the practical value of this course. Text-books have been introduced and the theoretical work has been considerably strengthened. Much credit is due Miss Loftus for good results achieved and for the cheerful spirit which she has shown although often obliged, as she states in her report, "to resort to make-shift devices on account of large sections and inadequate equipment."

Miss Loftus makes the following recommendations:

- a. A well-lighted room should be provided for the accommodation of sewing classes.
- b. Lessons in sewing should begin in Grade V.
- c. An assistant should be employed in the Domestic Science department, if pupils are to receive the individual attention which they need. (Several sections are about twice as large as they should be.)

### DRAWING

It has been gratifying to note the increased interest in drawing among the regular teachers since Miss Brigham came to us in September. Her work is carefully planned and adapted to the changing seasons.

During the fall the pupils in the first three grades study colors; those in the fourth, work with brush and ink; in the fifth, the use of water colors is begun and is continued in the next two grades; composition is added in the eighth grade, and harmony in the ninth. During the remainder of the year much attention is given to object drawing, paper cutting and mechanical drawing, while "in the upper grades color designs, with especial reference to dress and house furnishings, are taken up. Pupils are also learning to show the appearance of the circle and converging lines in the type solids and to realize that by knowing these in all their various positions they have the key by which they can draw buildings, machines of all kinds—in fact everything—and can understand and enjoy pictures made by others."

The drawing in the high school is perhaps the least satisfactory, due to "the crowded and inadequate working room." "A few of the older girls are tooling leather and stenciling.

Another class of young ladies, in connection with their domestic science, are studying color and its harmonies and are designing the interior of a room, its paper, rugs, etc. An attempt is being made to interest the pupils by relating the work to things of every-day life and to show how the training of the eye and hand will be of the greatest value in the future." The use of the art galleries of Abbot Academy for the study of historic paintings has been greatly appreciated.

### MANUAL TRAINING

"In addition to the regular work in the manual training department, the boys have repaired cabinets, made window ventilators, set glass, etc." It is our purpose to continue and extend these practical lines of employment.

Two or three classes in basketry have been organized. The interest shown and the progress made have been very gratifying.

Although Mr. Lunt feels that, on the whole, his work is progressing well, large classes and the lack of a good, practical shop are a hindrance.

### BUILDINGS

Civic pride usually demands a high school building in keeping with the highest ideals of the town,—a structure which, by means of its architectural beauty, its spaciousness, its convenience and the excellence of its equipment will proclaim the dignity and importance of public education. The question which we must consider is whether the Punchard building, erected in 1869, dark, poorly-arranged, unsanitary and overcrowded, measures up to Andover standards.

My reasons for believing that the enrollemnt of the school will continue to increase are as follows:

a. The school census shows a gain of 213 pupils or 19.4% (between the ages of five and fifteen years) during the past five years.

b. On January 24, 1913, the total membership of the high school was 170. On January 23, 1914, it was 155. The increase was due mainly to the mid-year promotion of eighth grade pupils, explained in last year's report.



c. The present graduating class consists of ten pupils, while at least sixty or seventy will probably enter in the fall.

d. The law raising the age of compulsory school attendance from fourteen to sixteen years for those not regularly employed six hours per day, together with the opportunity now offered to the ambitious pupil for the completion of his elementary work in eight years will give to a constantly increasing number the benefit of two or more years in the high school.

To summarize the situation, it seems to me that we can ill afford to show, in the matter of a suitable building, less regard for the physical, intellectual and moral welfare of our children, than is being shown by many of our sister towns and cities not so favored as we in wealth and tax-rate.

An addition, having a seating capacity of twenty-five pupils, is needed at the North School. The present membership is thirty-nine. There are nine grades, making about one hundred seventy recitation periods per week necessary. Two teachers are employed who are forced to hear classes simultaneously in the same room. While it is true that ten pupils pay tuition (\$30 per year each) their presence does not materially increase the number of grades or recitation periods. Moreover, the population of this district, situated as it is, so near the city of Lawrence, seems likely to grow rapidly. The extra room mentioned above would make it possible to separate the younger from the older pupils, thereby promoting the health, comfort and progress of all.

### SCHOOL GROUNDS

The first step toward beautifying our school grounds — namely, a survey under the direction of Mr. Ellwood, a landscape architect in the employ of the Massachusetts Agricultural College — has been taken by the Andover Village Improvement Society. The cooperation of this society is appreciated and definite progress should be made each year. It is hoped that at no very distant day, the central school grounds may constitute a part of the park system and receive the care and attention which they deserve.



## TEACHERS

Length of service enhances a teacher's worth to the community. To have taught a number of years in a given city or town means a more complete knowledge of local conditions, a wider circle of acquaintances among pupils and parents, increased self-confidence, an established reputation, as well as greater familiarity with the course of study and subject matter. In my last report I recommended tenure of office for those teachers who had met the above requirements and had served the town efficiently. The suggestion was accepted by the School Committee and this signal honor was conferred upon several. I believe I am safe in saying that every one who received this mark of distinction will be thereby stimulated to do more and better work, and will express her appreciation by means of renewed enthusiasm to which pupils always respond so gladly.

As an illustration of the desire for self-improvement among our teachers, I wish to mention the way in which the idea of a Thursday afternoon professional reading circle has been received. Our plan is to devote a few minutes each week to the history of education, a few minutes to a resumé of current educational events, and the remainder of the hour to the reading and discussion of selected chapters from books on educational theory and practice. Although attendance is optional, the large number who come and the cheerful manner in which the work is being undertaken have afforded me much satisfaction.

Mention should also be made of the inspiring lectures and enjoyable concert which have been given during the year under the auspices of the Teachers' Association.

Much credit, too, is due those teachers who have voluntarily taken the Palmer penmanship course, thereby increasing their teaching efficiency in that subject a hundredfold.

## MOTHERS' CLUB

It has been a pleasure to know that the Central and Bradlee Mothers' Clubs have been earnestly striving to cooperate with us during the year.

Each month a committee has been appointed to visit the schools and to report at the next meeting. In this way they have been able to keep in touch with what we are doing and to assist through the homes represented.

Many prizes have been given for improvement or excellence of results in various branches. Names of winners are given in the appendix.

The following subjects have been discussed at the regular meetings of the Central Club during the year:

Dec. 6.	How Mothers Can Help the School	Supt. George M. Bemis
Jan. 3.	A School for Tubercular Children	Dr. John Clark
Feb. 7.	Lawrence Industrial School	Mrs. George Selden
Feb. 18.	Widows' Pensions	Mrs. Robert Park
Mar. 6.	Milk Stations in Lawrence	Mrs. H. S. Sherman
Apr. 4.	A Play given by pupils of Stowe School	
May 9.	Our Boys	Mrs. McCurdy
Oct. 3.	The Gary System of Education	Supt. George M. Bemis
Nov. 14.	Discussion—Suitable Dress for School Girls	
Dec. 5.	Boys and Girls of Andover	Miss Baier
Jan. 2.	Efficiency in Housekeeping	

#### SCHOOL BANK

Total amount deposited since inception—Jan. 12,	
1912—to Jan. 19, 1914,	\$5,176 53
Transferred to private accounts from Feb. 3, 1913,	
to Jan. 19, 1914,	2,146 15
Permanently withdrawn from School Bank from	
Feb. 3, 1913, to Jan. 19, 1914,	128 49
Total withdrawn from school bank since its incep-	
tion—Jan. 12, 1912,	313 26
Amount in general fund,	434 63

Pupils having private accounts in the Andover Savings Bank, and wishing to withdraw money, should always leave a small amount to their credit, if they wish to continue as depositors.

## RECOMMENDATIONS

1. New high school building.
2. Addition to North School.
3. Telephones at Bradlee and Indian Ridge Schools.
4. More extensive school and home gardens.
5. Dental inspection.
6. An outdoor gymnasium at Central Schools.
7. Consideration of the Fitchburg Plan of Cooperative Industrial Education for high school boys.
8. The equipment of one grade room with movable furniture.

## CONCLUSION

In behalf of the School Department I wish to thank all who, by offering prizes or in other ways, have shown a disposition to assist us in our work. The list includes: The Andover Village Improvement Society, The Andover Tuberculosis Committee, The Mothers' Clubs, and Mr. Alfred V. Lincoln.

The reports of the high school principal and school physician are worthy of thoughtful consideration.

Your encouragement and help, the loyalty of my co-workers and the friendly attitude of citizens have been very inspiring to me during the year.

Respectfully submitted,

GEORGE M. BEMIS,  
*Superintendent of Schools*

## TRUSTEES OF PUNCHARD FREE SCHOOL

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SAMUEL H. BOUTWELL	HARRY H. NOYES
MYRON E. GUTTERSON	HARRY M. EAMES
REV. DEAN A. WALKER	FRANK T. CARLTON

*Clerk and Treasurer,* HARRY H. NOYES

### *Visiting Committee*

REV. DEAN A. WALKER	MYRON E. GUTTERSON
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### *Investing Committee*

SAMUEL H. BOUTWELL	HARRY H. NOYES
HARRY M. EAMES	

### *Auditing Committee*

HARRY M. EAMES	FRANK T. CARLTON
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## REPORT OF THE PRINCIPAL OF THE PUNCHARD FREE SCHOOL

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*To the Superintendent of Schools and the Trustees of the  
Punchard Free School.*

GENTLEMEN :—I have the honor to submit my fourth annual report as principal of the Punchard High School.

The total registration for the year has reached 164. The largest membership at one time has been 157. This large increase is due to the size of the class that entered in September; of the 155 present members of the school, 93 are first-year pupils and three more are special students taking first-year studies only. This has brought about some serious problems of administration. The seating capacity of the rooms has been outgrown and several awkward corners had to be filled with desks. Today every pupil has a study desk, but the limit of elasticity has been reached and the probable further increase of next September will have to be met by sacrificing either the physics laboratory or the hall to the seating of another division.

There is a decided loss of efficiency in the necessity for holding recitations in every room. It is rarely that any of the upper-class pupils can be provided with a place for study where no recitation is being conducted. This is unfortunate for pupils and teachers alike.

But the most serious difficulty has arisen from the fact that the first year class has had to be divided into three sections for recitation purposes. Even if it were possible to conduct classes of over fifty pupils, we have no room for a division of any such magnitude. The result is that today there are fifty-seven freshman periods of recitation per week in place of thirty-six similar periods last year. As this increase falls largely in the work of three teachers, they have practically no time left within school hours for that individual work which is so important in the high

school. I wish to commend the spirit with which the teachers have assumed the large addition to their work.

It is a pleasure to record that another year finds the same corps of teachers here. I need not comment further than I did a year ago on the value of continuous service.

The changes in the course of study have affected the first-year pupils only. Ancient History has been moved from the first to the second or third year and the present freshman class has been studying Dunn's "The Citizen and the Community." The result seems to have justified abundantly the change. It is too early to weigh the permanent value of this course in Social Science, but I feel very sure that many of the pupils are already thinking of their home town with a new sense of interest, pride and responsibility.

By vote of the School Committee, the entering class was given a chance to choose German in place of Latin. Perhaps because this option was not offered until the day that school opened, and so could not be given long consideration, there were only three elected German while fifty-six adhered to their original choice of Latin. It was, of course, impractical to make a separate section for those three, and the German as a first-year study was given up for this year.

Those who entered the commercial or general courses without Latin have had a slight change made in their work in mathematics. Instead of devoting the whole year to the study of Algebra they are taking up Commercial Arithmetic for about two-fifths of the time, and a new book has been adopted for their Algebra work which aims to make the study more practical for those who are choosing business as a vocation. It remains a rather curious fact that more than two-thirds of the entering class deliberately chose, with the full consent of their parents, to begin the study of Latin.

It must be evident to all that the conditions in the school building, which were poor and unsanitary for a school of 100 pupils, are decidedly worse when over 150 pupils must be accommodated. I feel very strongly that in asking for a better physical environment for our students we are not suggesting a luxury



but a real necessity. With the problem of the relations between the Punchard Free School and the Andover High School in a fair way to a practical and legal solution, it seems as though the time had come for the town to give serious consideration to this need.

I am very glad to give expression to our appreciation of the increased interest which the parents of the pupils seem to be taking in their school life. In the course of a great many consultations I have yet to find an instance where the parents were not anxious to cooperate most fully with the teachers in the effort to establish the character and scholarship of the pupils.

The most discouraging feature of the teacher's work lies in the indifference of many pupils. It is a constant pleasure to work with those who are anxious to make the most of their opportunities, whether they are naturally dull or quick to learn; but the scholars who either from lack of worthy ambition or because their wills are too weak to carry out their good intentions, are constantly dragging down the class, tax the ingenuity and good will of the teacher to the utmost. On the other hand, there is no higher satisfaction than to watch the development from year to year, of the young people who enter the high school as children and graduate as young men and women. The very creditable record which our recent graduates have made in other institutions of learning and in other walks of life which they have chosen, gives an inspiration to the teacher to attack his problem anew with each entering class.

Respectfully submitted,

NATHAN C. HAMBLIN

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The Athletic Association has had a successful year financially thanks to the generosity of its friends. Grateful acknowledgment is made of gifts of twenty-five dollars each from the Andover Mothers' Club and the Punchard Alumni Association. The latter organization gave a like amount for additions to the school library.



## REPORT OF SCHOOL PHYSICIAN

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*To the Superintendent of Schools:—*

I herewith present my report for the year ending January 31, 1914.

The work of the school physician during the year has been very much the same as in previous years, though each year finds added cooperation from teachers and parents. This adds greatly to the value and pleasure of the work.

The school buildings in general have been well cared for and the ventilation is fairly good, but there is always room for improvement, and at the risk of repeating myself I would again call attention to the value of open windows as a valuable means of ventilation, even if the janitor does complain of his inability to heat "all out-doors."

There have been no serious epidemics during the year. The Bailey School has recently been closed for a period of two weeks and has been thoroughly fumigated owing to the occurrence there of several cases of scarlet fever. There was no further spread of the disease and the school is now reopened. There have been a few cases of diphtheria among the pupils in the John Dove and Indian Ridge Schools. When these have occurred the rooms have been fumigated and no new cases have developed. In the Bradlee School there were a good many cases of measles during the spring term of 1913. The extreme contagiousness of this disease renders it very hard to control, but I am sure that if we all had as much fear of measles as we ought to have and the parents would cooperate with us, we could do a great deal towards limiting the number of cases when we do have an epidemic.

In my visits to the schools the following cases have been noted:

## SKIN DISEASES

Pediculosis Capitis	40
Impetigo	6
Scabies	3
• Eczema	4
Other skin diseases	5

## DEFORMITIES

Spine	5
Chest	3
Extremities	3

## THROAT, NOSE, ETC.

Enlarged Tonsils	35
Adenoids	20
Chronic Otitis	3

## EYES

Conjunctivitis	4
Blepharitis	4
Stye	8
Strabismus	3

## GENERAL

Heart Disease	5
Anemia	10
Defective Mentality	5
Scarlet Fever	3
Measles	5

The usual number of vaccinations have been made and we have a very thoroughly vaccinated school community.

The results of sight and hearing tests made in the fall are as follows:

Number examined	1234
Defective vision	125
Defective hearing	127
Notices sent	121

Respectfully submitted,

W. D. WALKER, M. D.,

*School Physician*

## REPORT OF ATTENDANCE OFFICER

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*To the Superintendent of Schools:—*

I herewith submit the following report for the year 1913:

Number of cases reported	116
Number of cases investigated	115
Number of truants	36
Number of absences with legal excuse	6
Number absent because of sickness	17
Number absent for lack of clothing	4
Number absent to help at home	28
Number absent for other insufficient reason	19
Number of cases prosecuted	6
Number of visits to factories	0
Number found and taken to school	1

Respectfully submitted,

JAMES NAPIER,  
*Attendance Officer*

## APPENDIX

# SCHOOL CALENDAR

1914

## SECOND TERM — EIGHT WEEKS

December 29, Monday,	Second term begins
February 20, Friday,	Second term ends

RECESS — ONE WEEK

## THIRD TERM — EIGHT WEEKS

March 2, Monday,	Third term begins
March 13, Friday, 7.30 P.M.,	Lincoln Spelling Contest
April 10, Friday, 7.45 P.M.,	The Barnard Speaking
April 24, Friday,	Third term ends

RECESS — ONE WEEK

## FOURTH TERM — SEVEN WEEKS

May 4, Monday,	Fourth term begins
June 18, Thursday, 3.30 P.M.,	Grammar School Graduation
June 18, Thursday, 8.00 P.M.,	High School Graduation
June 19, Friday,	Fourth term ends

VACATION — ELEVEN WEEKS

## FIRST TERM — FIFTEEN WEEKS

September 8, Tuesday,	First term begins
November 26, Thursday,	Thanksgiving Day, Holiday
November 27, Friday,	Special Holiday
December 11, Friday, 7.45 P.M.,	The Goldsmith Speaking
December 18, Friday,	First term ends

RECESS — ONE WEEK

1915

## SECOND TERM — EIGHT WEEKS

December 28, Monday,	Second term begins
February 19, Friday,	Second term ends

RECESS — ONE WEEK

## THIRD TERM — EIGHT WEEKS

March 1, Monday,	Third term begins
March 12, Friday, 7.30 P.M.,	Lincoln Spelling Contest
April 9, Friday, 7.45 P.M.,	The Barnard Speaking
April 19, Monday,	Patriots' Day, Holiday
April 23, Friday,	Third term ends

RECESS — ONE WEEK

## FOURTH TERM — SEVEN WEEKS

May 3, Monday,	Fourth term begins
June 17, Thursday, 3.30 P.M.,	Grammar School Graduation
June 17, Thursday, 8.30 P.M.,	High School Graduation
June 18, Friday,	Fourth term ends

# STATISTICS

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Population, 1910		7301
Children between five and fifteen years of age, September 1, 1913:		
Males	625	
Females	682	1307
Children between seven and fourteen years of age,		
Males	438	
Females	487	925
Valuation of Andover, 1913	\$8,086,475	00
Valuation of schoolhouses and lots	143,725	00
Estimated value of books and apparatus	13,000	00
Tax rate per \$1,000		15 00
Total cost for support of schools (including salaries and expenses paid by the Trustees of the Punchard Free School)	45,582	31
Total cost to the town for the support of schools	42,282	31
Total cost of repairs and improvements	1,418	71
Amount per \$1,000 of valuation raised by taxation and expended for the support of schools		5 05
Amount per \$1,000 of valuation raised by taxation and expended for repairs and im- provements		18
Total expenditure per pupil for the support of schools		38 15
Total cost to the town per pupil for the support of schools		35 40
Number of school buildings		12
Number of school rooms		42
Number of rooms occupied		40
Number of principals of buildings		7
Number of special teachers		5



# RANK IN ATTENDANCE — 1912-13

Rank	School	Grade	Teacher	Attendance
1	Bradlee	IV, V	Cecilia A. Derrah	96.3
2	Richardson	IV-VI	Emma L. Ward	95.5
3	Stowe	IX	James H. Morss, Prin.	95.4
4	Punchard	High	Nathan C. Hamblin, Prin.	95.18
5	John Dove	V	Anne M. Downes, Prin.	94.10
6	Richardson	I-III	Helen W. Battles, Prin.	94.9
7	Indian Ridge	VII, VIII	Etta M. Dodge, Prin.	94.7
8	Indian Ridge	V, VI	Mabel A. Ward	94.57
9	Bradlee	II, III	Ruby S. Copeland	94.54
10	West Centre	V-IX	Emily F. Carleton, Prin.	94.4
11	Bailey	I-IX	Ella S. Morrill	94.3
12	Stowe	VIII, IX	Grace Hill	94.2
13	Bradlee	VIII, IX	Clara A. Putnam, Prin.	94.1
14	Stowe	VII, VIII	Ruby J. Kenty	94
15	Indian Ridge	IV, V	Mary J. Moriarty	93.6
16	John Dove	IV, V	Joanna P. Simmons	93.5
17	Bradlee	I, II	Carrie R. French	93.4
18	Indian Ridge	II, III	Lena M. Clark	92.8
19	Stowe	VI, VII	Eleanor N. Irving	92.7
20	West Centre	I-IV	Bernice B. Abbott	92.6
21	Stowe	VI	Carolyn A. Dean	92.3
22	Indian Ridge	I, II	Frances Hobbs	92.2
23	Osgood	I-IV, VI, VIII	Mary E. Riley	92.1
24	John Dove	II	Lucy A. Allen	92.01
25	Bradlee	VI, VII	Cynthia E. Flint	92
26	North	I-IX	Grace L. Pennock	91.9
27	John Dove	IV	Katherine T. Hannon	91.4
28	Stowe	VIII	Jennie H. Luce	91.3
29	John Dove	III	Mae Chase	91
30	S. C. Jackson	I	Florance M. Prevost	90.9
31	S. C. Jackson	Special	Sarah A. Hill	90
32	S. C. Jackson	II	Florence I. Abbott	89.5
33	S. C. Jackson	I	Adèle H. Duval	86.6
34	John Dove	III, IV	Margaret S. Hoyt	85.9

## BY SCHOOLS

1	Richardson	95.2
2	Punchard	95.1
3	Bailey	94.3
4	Bradlee	94
5	Indian Ridge	93.56
6	West Centre	93.5
7	Stowe	93.3
8	Osgood	92.1
9	North	91.9
10	John Dove & S. C. Jackson	90.5
	Average for all Schools	93.3

# RANK IN PUNCTUALITY—1912-13

Rank	School	Grade	Teacher	Av. No. Tardinesses
1	Indian Ridge	VII, VIII	Etta M. Dodge, Prin.	.37
2	Bradlee	VI, VII	Cynthia E. Flint	.43
3	Richardson	I-III	Helen W. Battles, Prin.	.55
4	Bradlee	II, III	Ruby S. Copeland	.67
5	Bradlee	IV, V	Cecilia A. Derrah	.68
6	Indian Ridge	V, VI	Emma L. Ward	.72
7	Richardson	IV-VI	Mabel A. Ward	.75
8	Bradlee	VIII, IX	Clara A. Putnam, Prin.	.82
9	Indian Ridge	II, III	Lena M. Clark	.83
10	S. C. Jackson	I	Florance M. Prevost	.92
11	John Dove	IV, V	Joanna P. Simmons	1.12
12	West Centre	V-IX	Emily F. Carleton, Prin.	1.234
13	John Dove	V	Anne M. Downes, Prin.	1.237
14	S. C. Jackson	Special	Sarah A. Hill	1.38
15	S. C. Jackson	I	Adèle H. Duval	1.51
16	Stowe	IX	James H. Morss, Prin.	1.52
17	Indian Ridge	IV, V	Mary J. Moriarty	1.69
18	Indian Ridge	I, II	Frances Hobbs	1.77
19	Stowe	VI	Carolyn A. Dean	1.82
20	Stowe	VIII, IX	Grace Hill	1.93
21	S. C. Jackson	II	Florence I. Abbott	2.111
22	John Dove	III, IV	Margaret S. Hoyt	2.116
23	John Dove	IV	Katherine T. Hannon	2.13
24	John Dove	III	Mae Chase	2.18
25	Bradlee	I, II	Carrie R. French	2.19
26	Stowe	VII, VIII	Ruby J. Kenty	2.39
27	Osgood	I-IV, VI, VIII	Mary E. Riley	2.48
28	Bailey	I-IX	Ella S. Morrill	2.51
29	West Centre	I-IV	Bernice B. Abbott	2.74
30	John Dove	II	Lucy A. Allen	2.89
31	Stowe	VI, VII	Eleanor N. Irving	3.51
32	Punchard	High	Nathan C. Hamblin, Prin.	3.69
33	Stowe	VIII	Jennie H. Luce	3.7
34	North	I-IX	Grace L. Pennock	4.88

## BY SCHOOLS

1	Richardson	.65
2	Bradlee	.95
3	Indian Ridge	1.04
4	John Dove & S. C. Jackson	1.75
5	West Centre	1.96
6	Stowe	2.46
7	Osgood	2.48
8	Bailey	2.51
9	Punchard	3.69
10	North	4.88
	Average for all Schools	2.03

# ATTENDANCE STATISTICS — 1912-1913

SCHOOL	GRADE	ENROLLMENT							Total membership	Average membership	Average attendance	Per cent. of Attendance	Half days absence	Unexcused absence	Tardinesses	Dismissals	Length of school in months and days	Visits by parents and patrons	Visits by Superintendent	Visits by school committee	Visits by school physician
		Boys	Girls	Total	Under 5 years	5 to 15 years	Over 15 years	7 to 14 years													
Punchard . . . . . Stowe . . . . .	High IX	51	68	119	.	27	92	7	119	106	100.9	95.1	1766	518	392	81	9-6	28	29	5	.
	VIII, IX	24	21	45	.	36	9	17	45	43.8	41.8	95.4	898	35	67	37	9-6	15	21	4	.
	VIII	19	24	43	.	43	4	31	43	39	39.4	94.2	884	238	81	39	9-6	34	13	2	.
	VII, VIII	23	18	41	.	45	4	38	41	40.1	36.5	91.3	1103	20	96	78	9-6	33	13	2	.
John Dove . . . . .	VII, VIII	27	18	45	.	45	.	45	45	40.1	37.7	94.	860	34	148	21	9-6	2	16	1	.
	VI, VII	24	22	46	.	46	.	42	47	42.7	39.6	92.7	1304	208	163	30	9-6	15	27	1	.
	V	24	21	45	.	45	.	45	47	43.4	41.	92.3	1256	160	79	30	9-6	22	26	1	.
	IV, V	14	29	43	.	43	.	42	48	38.8	37.5	95.1	781	110	48	25	9-6	17	37	2	9
Samuel C. Jackson	IV	22	23	45	.	45	.	45	45	40.1	36.9	93.5	823	24	45	20	9-6	46	9	1	9
	III, IV	22	22	44	.	44	.	43	48	40.7	37.2	91.4	1317	187	87	21	9-6	62	24	1	2
	III	22	22	44	.	44	.	43	48	40.7	37.2	91.4	1317	187	87	21	9-6	62	24	1	2
	II	22	22	44	.	44	.	43	48	40.7	37.2	91.4	1317	187	87	21	9-6	62	24	1	2
Indian Ridge . . . . .	II	21	18	39	.	43	.	38	44	37.8	36.2	91.	1129	79	87	39	9-7	25	12	1	1
	II	20	23	43	.	43	.	43	44	37.8	36.2	91.	1129	79	87	39	9-7	25	12	1	1
	II	18	18	36	.	36	.	14	37	33.8	31.1	92.	1015	132	98	8	9-7	41	14	1	4
	II	14	21	35	.	35	.	24	39	32.2	28.8	89.5	1259	172	68	36	9-6	28	15	1	1
Bradlee . . . . .	I	24	16	40	.	40	.	4	41	32.3	28.	86.6	1629	51	49	3	9-7	23	24	1	4
	I	17	25	43	.	43	.	1	43	36.5	33.2	90.9	1224	41	33	16	9-7	57	26	3	3
	Special VII, VIII	6	1	7	.	6	1	6	8	5.5	5.	90.	194	86	76	2	9-6	3	16	8	2
	V, VI	14	9	23	.	23	.	22	23	24.	22.7	94.7	452	37	9	18	9-5 1/2	28	30	4	1
Richardson . . . . .	IV, V	14	26	40	.	40	.	40	42	33.2	31.4	94.5	666	113	24	27	9-5 1/2	13	22	4	1
	IV, V	15	18	33	.	33	.	33	33	30.7	28.8	93.6	702	203	52	21	9-5 1/2	9	26	8	2
	II, III	15	15	30	.	36	.	28	38	39.4	36.6	92.8	944	99	33	12	9-5 1/2	25	20	1	2
	I, II	15	26	41	.	41	.	19	40	31.	28.6	92.2	895	184	55	8	9-5 1/2	13	20	1	2
West Centre . . . . .	VIII, IX	9	18	27	.	23	4	19	29	25.5	24.	94.1	418	35	21	33	9-1 1/2	23	20	5	4
	VI, VII	11	20	31	.	31	.	29	32	30.	27.6	92.	376	69	15	24	8-11 1/2	11	15	1	3
	IV, V	11	23	34	.	38	1	38	41	36.7	35.3	96.3	392	69	26	34	8-11 1/2	24	20	1	1
	II, III	23	19	42	.	42	.	32	42	38.5	36.4	94.4	571	94	50	16	8-11 1/2	23	16	1	1
North . . . . . Bailey . . . . . Osgood . . . . .	I, II	16	15	31	.	25	.	3	27	22.8	21.3	93.4	481	49	23	13	9-5 1/2	95	16	3	1
	I-III	22	25	47	.	47	.	21	47	41.2	39.1	94.9	776	58	17	13	9-5 1/2	41	11	2	2
	IV-VI	10	17	27	.	27	.	16	27	22.4	21.4	95.5	356	67	17	13	9-7	46	19	1	2
	V-IX	12	6	18	.	18	.	16	18	16.2	15.3	94.4	323	58	20	12	9-7	19	15	1	2
Totals . . . . .	I-IX	19	15	34	.	34	.	28	39	34.6	31.8	91.9	691	147	34	37	9-7	34	19	1	1
	I-IX	16	21	37	.	35	2	30	34	28.2	26.6	94.3	643	397	71	8	9-3	29	15	.	.
	I-IV, VI, VIII	9	15	24	.	24	.	20	20	20.5	18.9	92.1	601	.	61	10	9-1	17	11	.	1
	.	616	696	1312	1195	117	890	1349	1194.6	1111.7	93.1	29113	3687	2400	1042	9-4	984	647	63	55	.

# TEACHERS

FEBRUARY 1, 1913—JANUARY 31, 1914.

SCHOOL.	GRADE.	NAME	First Election	Resignation	SALARY	EDUCATION
<b>Punchard</b>	Principal—Latin	Nathan C. Hamblin	1910	.....	\$2000.00*	\$Harvard University
	Science	Eugene V. Lovely	1911	.....	1200.00	Bates College
	English	Harriet A. Foss	1910	.....	850.00	Wellesley College
	Mathematics	Caroline M. Davis	1911	.....	800.00†	Wellesley College
	Business	Edna G. Chapin	1906	.....	850.00†	Smith College
	French and German	Louise M. Farnsworth	1910	.....	850.00	Tufts College
	History	Elizabeth M. Loftus	1911	.....	750.00	Tufts College
	Prin.—IX	James H. Morss	1911	.....	1100.00	Boston University
	VIII, IX	Grace Hill	1900	* *	650.00	Salem Normal
		Ruth G. Manchester	1913	1913	600.00	State Normal, Cal.
<b>Stowe</b>	VII, VIII	Margaret C. Kimball	o	.....	650.00	Salem Normal
		Jennie H. Luce	1913	.....	550.00	\$Wellesley
	VII	Bernice S. Stimpson	1913	.....	600.00	Gorham Normal
		Ruby J. Kenty	1912	1913	550.00	\$Hyannis Normal
	VI, VII	Eleanor N. Irving	* *	.....	600.00	Framingham Normal
		Mabel A. Ward	1911	* *	550.00	Bridgewater Normal
	VI	Eleanor N. Irving	* *	.....	575.00	Framingham Normal
		Eliza Spaulding	1913	.....	575.00	Lowell Normal
	Prin., V	Carolyn A. Dean	1892	.....	575.00	Punchard Free School
		Annie M. Downes	1898	.....	850.00	Symonds High School
<b>John Dove and Samuel C. Jackson</b>	IV	Joanna P. Simmons	1912	.....	575.00	Higgins Classical Institute
		Katherine T. Hannon	1906	.....	575.00	Lowell Normal
	III, IV	Margaret S. Hoyt	1910	.....	575.00	Plymouth (N. H.) Normal
		Eva A. Libby	1911	.....	575.00	Gorham (Me.) Normal
	III	E. Mae Chase	1913	.....	550.00	Amesbury High School
		Lucy Anne Allen	1906	1913	575.00	New Britain (Conn.) Normal
	II, III	Frances Hobbs	* *	* *	550.00	Nashua (N. H.) Training School
		Florence I. Abbott	1892	.....	575.00	Salem Normal
	I	Adèle H. Duval	1898	.....	600.00	Winona (Minn.) Normal
		Florance M. Prevost	1898	.....	600.00	Lucy Wheelock K'gt'n Tr. School
	Special	Sarah A. Hill	1912	.....	575.00	\$Hyannis Normal

<b>Indian Ridge</b>	{	Prin., VII, VIII V, VI IV, V II, III I, II	{	Etta M. Dodge	1909	.....	750.00	Concord (N. H.) High School
				{ Eleanor N. Irving	1912	* *	550.00	Framingham Normal
				{ Mabel Ward	* *	1913	550.00	Bridgewater Normal
				{ Mary Moriarty	1913	.....	550.00	Lowell Normal
				{ Lena M. Clark	1912	.....	525.00	Lowell Normal
<b>Bradlee</b>	{	Prin., VIII, IX VI, VII IV, V II, III I, II	{	{ Frances Hobbs	1910	.....	575.00	Plymouth (N. H.) Normal
				{ Mary E. Riley	1911	.....	525.00	Nashua Training School
				{ Clara A. Putnam	* *	.....	500.00	Lowell Normal
				{ Grace Hill	1895	.....	850.00	Symonds High School
				{ Cynthia E. Flint	* *	.....	725.00	Salem Normal
<b>Richardson</b>	{	Prin., I-III IV-VI Prin., V-IX I-IV	{	Cecilia A. Derrah	1911	.....	575.00	Bridgewater Normal
				{ Ruby S. Copeland	1911	.....	575.00	Salem Normal
				{ Carrie R. French	1910	.....	575.00	Framingham Normal
				{ Helen W. Battles	1911	.....	575.00	Salem Normal (Certif.)
				{ Emma L. Ward	1886	.....	675.00	Punchar Free School
<b>West Centre</b>	{	I-IX	{	Emily F. Carleton	1907	.....	525.00	\$Oberlin College
				{ Bernice B. Abbott	1901	.....	650.00	Johnson High School
				{ Grace Pennock	1912	.....	525.00	Lowell Normal
				{ Helen Roberts	1912	1913	500.00	Boston University
				{ Mabel Brown, Asst.	1913	.....	500.00	Lowell Normal
<b>Bailey</b>	{	I-V, VII, VIII	{	{ Ella S. Morrill	1912	.....	190.00	\$Gorham Normal
				{ Mabelle E. Langley	1912	.....	550.00	Framingham Normal
				{ Mary E. Riley	1911	.....	525.00	No. Adams Normal
				{ Edith H. Johnson	1912	* *	500.00	Lowell Normal
				{ Gertrude T. Sauer	1913	.....	500.00	\$Jackson College
<b>Osgood</b>	{	Drawing M. Tr. ‡ 1 Music ‡ 2 Physical Tr. ‡ 2 Domestic Science	{	{ Mabel I. Brigham	1911	1913	525.00	Mass. Normal Art
				{ Winfield W. Lunt	1913	.....	500.00	Mass. Normal Art
				{ Ruth B. Mitchell	1912	.....	600.00	
				{ Helen Brown	1912	.....	500.00	Mt. Holyoke College
				{ Elizabeth M. Loftus	1911	.....	400.00	Sargent School of Physical Tr.
					1911	.....	above	Prvt. Instr. with Miss M. Parloa

\* One-half salary paid by town and one-half by Trustees of Punchar Free School.

† Salary paid by Trustees of Punchar Free School.

‡ Leave of absence.

‡ Figures indicate number of days per week.

\$ Attended without graduating.

\* Transferred.

# PRIZE AWARDS

1913

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## PUNCHARD SCHOOL

The Barnard prizes for excellence in composition and oral delivery:

First, twenty dollars, Lucretia Lowe, '13.

Second, twelve dollars, Elizabeth Hamblin, '13.

Third, eight dollars, Thomas E. Carter, '13.

The Goldsmith prizes offered by the Alumni Association for excellence in speaking:

Girls' prize, five dollars, Doris E. Piper, '14.

Boys' prize, five dollars, Arthur R. Lewis, '14.

The M. E. Gutterson Botanical prizes:

First, five dollars, Albert E. Curtis, '15.

Second, three dollars, Olive L. Hardy, '15.

The prizes for excellence in first-year Latin:

First, five dollars, Gertrude Berry, '16.

Second, three dollars, Sarah Woodhead, '16.

The prize for broad and helpful influence:

Ten dollars, Helen B. Higgins, '13.

The Parker Memorial prize to the athlete who has won his "P" twice, and stood highest among the athletes in scholarship: Eldred W. Larkin, '16.

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## LINCOLN SPELLING MATCH PRIZES

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### GENERAL PRIZES

First, Dorothy Cutler, West Centre School.

Second, Helen Swanton, Punchard School.

Third, Ruth Parker, Bradlee School.



## GRADE PRIZES

### HIGH SCHOOL

First, Helen Swanton, '13.

Second, Edith Kierstead, '13.

### GRADE IX

First, Edith Henderson, Stowe School.

Second, Dorothy Cutler, West Centre School.

### GRADE VIII

First, Florence Schneider, Bradlee School.

Second, Charlotte Holt, Stowe School.

### GRADE VII

First, Ruth Parker, Bradlee School.

Second, George Haddon, Indian Ridge.

### GRADE VI

First, Catherine Lavery, Richardson School.

Second, Mary Kennelly, Stowe School.

## SCHOOL GARDEN PRIZES

Offered by Andover Village Improvement Society

First, four dollars, Helen W. Battles, Richardson.

Second, three dollars, Emily F. Carleton, West Centre.

Third, two dollars, Clara A. Putnam, Bradlee.

Fourth, one dollar, Ella S. Morrill, Bailey.

Special prize, one dollar, Ella S. Morrill, Bailey.

## PRIZES FOR COMPOSITION, ETC.

Offered by Andover Village Improvement Society

### GRADES

First prize, Dorothy Cole.

Second prize, Edward Carlton.

### PUNCHARD

Second prize, Ruth E. Abbott.

(No first prize).



## PRIZES FOR PENMANSHIP

Offered to pupils of the Stowe School by  
Andover Mothers' Club

Joseph Glowacki	Gwendolyn Fallon
Roy Dentremon	Mary Caldwell
Gertrude Lombard	Hazel Bickford
For greatest improvement from January 1 to March 16, 1913	
Ellen Wetterberg	James Gordon
Everett Hatch	Helen Stewart
Esther Batchelder	Edith Henderson

## PRIZES TO BRADLEE PUPILS

By Bradlee Mothers' Club  
For greatest improvement in one month.

### SPELLING

#### NINTH GRADE

First prize, Florence Mott.  
Second prize, George Brown.

#### EIGHTH GRADE

First prize, Mary York.  
Second prize, Alice Herrick.

#### SEVENTH GRADE

Highest mark in Spelling for one month — tie, Ruth Parker,  
Gertrude Stark.

Greatest improvement in one month — Ida Clemons.

#### SIXTH GRADE

Highest mark in Arithmetic for one month — Marion  
Matthews.

Greatest improvement in one month — Melinda Moody.

#### FIFTH GRADE

Highest mark in Arithmetic for one month — Margaret  
Cronin.

Greatest improvement in one month — Edna Mears.

## FOURTH GRADE

Highest mark in Arithmetic for one month — Herbert Wilkinson.

Greatest improvement in one month — Joseph Lynch.

## THIRD GRADE

Highest mark in Arithmetic for one month — Charles Marland.

Greatest improvement in one month — Arthur Lynch.

## SECOND GRADE

Highest mark in Arithmetic for one month — Robert Henderson.

Greatest improvement in one month — Alice Horan.

## FIRST GRADE

Best in Spelling for one month — Esther Trow.

Greatest improvement in one month — Eugene Hutchins.

## PRIZES BY ANDOVER TUBERCULOSIS COMMITTEE

Three prizes for each grade were awarded at Grammar School Graduation, June, 1913.

## NINTH GRADE

First prize, Abbott Chase, Stowe.

Second prize, Lillian Holt, Stowe.

Third prize, Helen French, Stowe.

## EIGHTH GRADE

First prize, Doris Robinson, Stowe.

Second prize, Byron Feeney, Stowe.

Third prize, Bertha Ladd, Stowe.

## SEVENTH GRADE

First prize, Mary Basso, Stowe.

Second prize, James Buss, Indian Ridge.

Third prize, George Sawyer, Stowe.

## SIXTH GRADE

First prize, Mary Bushnell, Stowe.

Second prize, May Murphy, Indian Ridge.

Third prize, Jeanie Valentine, Indian Ridge.

## FIFTH GRADE

First prize, Mamie McIntyre, John Dove.

Second prize, Neil Nicoll, Indian Ridge.

Third prize, William Davies, Indian Ridge.

## FOURTH GRADE

First prize, Edna Lawrence, John Dove.

Second prize, Gertrude Franklin, John Dove.

Third prize, Victor Shorten, John Dove.

## THIRD GRADE

First prize, Evangeline Comeau, John Dove.

Second prize, Ethel Manning, John Dove.

Third prize, Josephine Carroll, John Dove.

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JUDGES

Mrs. Whittemore

Mrs. C. E. Bradley

Mrs. H. H. Smith

Mrs. John Alden

Mrs. George B. Frost

Mrs. E. H. Kerr

Mrs. F. H. Foster

Miss Emma J. Lincoln

Mrs. Chester D. Abbott

# FIFTY-FOURTH COMMENCEMENT EXERCISES

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Sunday, June 15, at 10.30 A.M. Baccalaureate Sermon at Christ Church by Reverend Frederic Palmer, D.D.

Wednesday, June 18, at 3.45 P.M. Class Day Exercises on the Punchard Lawn.

Thursday, June 19, at 8 P.M. Graduating Exercises at the Town Hall.

Friday, June 20, at 8 P.M. At the Town Hall, Reception to the Graduating Class by the Alumni Association.

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## CLASS DAY EXERCISES

Wednesday, June 18, at 3.45 P.M.

### ADDRESS OF WELCOME

John Everett Collins, Class President

### HISTORY

Harold Steward Cates

### IVY ADDRESS

John James Sullivan

### CLASS STATISTICS

Genevieve Elizabeth McNally

### CLASS GIFTS

Helen Beatrice Higgins

### PROPHECY

Elizabeth Hamblin

### ADDRESS TO UNDERGRADUATES

Gladys Augusta Hill

### CLASS SONG

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## GRADUATION EXERCISES

### MARCH

CHORUS—"The Marathon Race" arr. from Bizet

### PRAYER

Rev. F. A. Wilson

SALUTATORY AND ESSAY—"The Cost of Living"

Helen Frances Swanton

ESSAY—"JOHN PIERPONT MORGAN"

CHORUS—"Music of Spring"

Ivanovici

Ada Millicent Matthews

ESSAY—"The Income Tax"

Leslie Mander

PRESENTATION OF CLASS GIFT

John Everett Collins, President of Class

PRESENTATION OF PRIZES

ESSAY AND VALEDICTORY—"Notes on a Few Instruments"

Lucretia Lowe

PRESENTATION OF DIPLOMAS

Granville K. Cutler, Chairman of School Committee

CLASS SONG

### CLASS ODE

Dear Alma Mater, 'mid the joy of June,  
'Mid flow'rs and sunshine comes the time too soon,  
When we must from thy halls for aye depart,  
And with the thought comes sadness to each heart;  
For through these years, alas, so swiftly flown,  
In work and pleasures thou hast dearer grown.

Then farewell, dear Punchard, though we leave thy side,  
In our hearts thy mem'ry shall for aye abide.  
May thy standards ever guide us in the right,  
And, our Father aiding, we will win life's fight.

*Edith Sophia Kierstead*

### CLASS MEMBERS

Anna Viola Bursley

Thomas Edward Carter

Harold Steward Cates

John Everett Collins

Mary Louise Cronin

Florence Melissa Curtis

Elizabeth Hamblin

Frederick Charles Hardy

Helen Beatrice Higgins

Gladys Augusta Hill

Dorothy Jaquith

Marjorie Jaquith

Edith Sophia Kierstead

Bertha Swan Livingston

Lucretia Lowe

Leslie Mander

Ada Millicent Matthews

May Edith McKee

Genevieve Elizabeth McNally

Edith Paton Sellars

John James Sullivan

Helen Frances Swanton

## CLASS OFFICERS

President, JOHN EVERETT COLLINS

Vice-President, HELEN FRANCES SWANTON

Secretary and Treasurer, EDITH PATON SELLARS

## GRAMMAR SCHOOL GRADUATING EXERCISES

Punchard Hall, June 19, 1913, 3.30 P.M.

## MARCH

Alice Mears, Grace Reilly

## INVOCATION

Rev. W. E. Lombard

## CHORUS—"Woodland Rose"

Hermes

School

## PIANO SOLO—"The Lark's Morning Song"

Koelling

Dorothy Cutler

## ADDRESS

Rev. E. Victor Bigelow

## PRESENTATION OF PRIZES

## CHORUS—"A Life Lesson"

Schumann

"Stars of the Summer Night"

Woodbury

School

## PRESENTATION OF CERTIFICATES

Mr. Granville K. Cutler

## CHORUS—"Lift Thine Eyes"

Mendelssohn

# LIST OF GRADUATES

## STOWE SCHOOL

George Allen Abbott	Edith May Henderson
Paul Jewett Abbott	Joseph Hickey
Ruth Emily Allen	Alice Elizabeth Higgins
Esther May Batchelder	Margaret Fenwick Hinchcliffe
Hazel Marguerite Bickford	Lillian Gould Holt
Jenny Trull Boutwell	Alice Victoria Howell
Roy Leo Bowman	Helen Evelyn Hurley
Josephine Agnes Brady	John Augustine Hurley
Dorothy Edmunds Bushnell	Lena May Lundgren
Henry Greenwood Carse	Mary Josephine Manion
Marian Thayer Carter	Clifford Elliott Marshall
Harriet Manning Carter	Mary McCoubrie
Abbott Chase	Robert James McCoubrie
Salem Darius Charles	Mary Crawford McDermitt
Brooks Cheever	Julia Frances McGrath
Hazel Agnes Claflin	Margaret Mitchell
Alfred Coates	Byron Sawyer Morrill
Anna Helen Collins	Genevieve Muise
Helen Lauretta Collins	Sarah Annie Myatt
Margaret Lunan Collins	Gladys Elliot Napier
Margaret Louise Coyle	Everett Hayden Otis
John Kendrick Converse	John Manning Phillips
Mary Margaret Cronin	Katherine Menzies Pinckney
Bertha Buxton Cuthill	Henry Llewellyn Pomeroy
Eric Steadman Cuthill	Helen Briggs Robertson
Harry Clement Dalton	Ralph Shattuck
Theodore Roy Dentremont	Wesley Gaffield Spencer
Edward Shipman Dodge	Alice Cecilia Stack
Horace Holbrook Dodge	Hazel Sheldon Stiles
John Sheridan Doherty	Archibald Daniel Sullivan
Charles Minot Dole	Jennie Veronica Sweeney
Eleanor Augusta Dugan	Francis Amos Switzer
Harold John Eastwood	Philip Frederic Taylor
Grace Murdock Francis	Florence Irene Valentine
Helen Wentworth French	Katherine Marie Veit
Joseph Glowacki	Florence Olga Wade
Helen May Goodwin	Raymond Sydney Wilson
Elizabeth Cargill Guthrie	Eva Zecchini
Alexina Reid Harris	Frances Lydia Otis
Everett Franklin Hatch	Hilda Myrtle Tufts



## BRADLEE SCHOOL

Charles Edward Abbott	Nellie Moss Matthews
Isabella Bertha Abbott	Alice Clark Mears
George Griffin Brown	Florence Evelyn Mott
John Michael Brown	Grace Madelaine Riley
Edmund Ashton Farrell	Rorothy Myrtle Shattuck
Luther Bernard Hilton	Catherine Irene Trow
Margaret Jaques	Charles Turner
Louise Jessie Rolfe	

## WEST CENTER SCHOOL

George Minard Cunningham	Dorothy Brown Cutler
Wells Dungan Wright	

## NORTH SCHOOL

Arlon Bailey

## BAILEY SCHOOL

Esther Beatrice Henderson	Helen Louise Wilcox
May Koch	Renwyck Wesley Henderson

## OSGOOD SCHOOL

Fannie Stafford Lewis



TOWN OF ANDOVER

MASSACHUSETTS

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ANNUAL REPORT

OF

THE SCHOOL COMMITTEE

FOR THE YEAR

1914

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Andover, Mass.  
THE ANDOVER PRESS  
1915



## SCHOOL COMMITTEE

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HENRY A. BODWELL, <i>Chairman</i>	Term expires 1915
Morton Street	
GEORGE A. CHRISTIE, <i>Secretary</i>	Term expires 1917
62 Elm Street	
ALFRED E. STEARNS	Term expires 1917
6 Chapel Avenue	
MRS. LILIAN BREWSTER	Term expires 1917
115 Main Street	
JOHN C. ANGUS	Term expires 1915
119 Main Street	
BARTLETT H. HAYES	Term expires 1915
Phillips Street	
FREDERIC G. MOORE	Term expires 1916
6 Chestnut Street	
THOMAS E. RHODES	Term expires 1916
64 Chestnut Street	
PHILIP F. RIPLEY	Term expires 1916
7 Abbot Street	

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### *Superintendent of Schools*

J. FRANCIS ALLISON	31 Washington Avenue
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### *Clerk*

ETHEL M. EATON	99 Chestnut Street
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## GENERAL COMMITTEES

### Financial and Advisory

FREDERIC G. MOORE

GEORGE A. CHRISTIE

HENRY A. BODWELL

## Teachers

JOHN C. ANGUS

ALFRED E. STEARNS

PHILIP F. RIPLEY

### *Books and Supplies*

ALFRED E. STEARNS

FREDERIC G. MOORE

BARTLETT H. HAYES

## Repairs

BARTLETT H. HAYES

FREDERIC G. MOORE

HENRY A. BODWELL

*Cornell Scholarships, Phillips Academy*

PHILIP F. RIPLEY

ALFRED E. STEARNS

THOMAS E. RHODES

*Cornell Scholarships, Abbot Academy*

FREDERIC G. MOORE

JOHN C. ANGUS

MRS. LILIAN BREWSTER

## DISTRICT COMMITTEES

*Punchard High School*

HENRY A. BODWELL

THOMAS E. RHODES

JOHN C. ANGUS

*Stowe, John Dove, and Samuel C. Jackson Schools*

FREDERIC G. MOORE

GEORGE A. CHRISTIE

MRS. LILIAN BREWSTER

*Indian Ridge, Bradlee, and Richardson Schools*

PHILIP F. RIPLEY

ALFRED E. STEARNS

BARTLETT H. HAYES

*West Centre, North, Bailey, and Osgood Schools*

THOMAS E. RHODES

PHILIP F. RIPLEY

GEORGE A. CHRISTIE

# LIST OF TEACHERS

## PUNCHARD SCHOOL

NAME		ADDRESS
	<i>Latin</i>	
Nathan C. Hamblin, Principal		101 Chestnut Street
	<i>Science</i>	
Eugene V. Lovely		143 Main Street
	<i>Business</i>	
Edna G. Chapin		105 Chestnut Street
	<i>History</i>	
Elizabeth M. Loftus		55 Bartlet Street
	<i>Domestic Science</i>	
Ruth K. Whiting		55 Bartlet Street
	<i>Mathematics</i>	
Caroline M. Davis		26 Morton Street
	<i>English</i>	
Mary L. Smith		79 Chestnut Street
	<i>French and German</i>	
Helen DeM. Dunn		55 Bartlet Street

## STOWE SCHOOL

IX	James H. Morss, <i>Prin.</i>	28 Salem St.
VIII	Eleanor N. Irving	12 Florence St.
VII, VIII	Bernice B. Abbott	Lawrence, Mass.
VII	Bernice G. Stimpson	23 Bartlet St.
VI	Eliza Spaulding	30 Chestnut St.
VI	Carolyn A. Dean	104 Main St.

## JOHN DOVE AND SAMUEL C. JACKSON SCHOOLS

V	Annie M. Downes, <i>Prin.</i>	33 Chestnut St.
V	Joanna P. Simmons	17 Summer St.
IV	Katherine T. Hannon	47 Whittier St.
IV	Margaret S. Hoyt	10 Florence St.
III	Mae Chase	107 Main St.
III	Frances Hobbs	10 Florence St.
II	Adele H. Duval	53 Elm St.
II	Florence I. Abbott	Upland Rd.
I	Florance M. Prevost	67 Bartlet St.
Special	Jessie P. Brown	18 Maple Ave.



## INDIAN RIDGE SCHOOL

VII, VIII	Etta M. Dodge, <i>Prin.</i>	6 Wolcott Ave.
V, VI	Helen E. Hartford	75 Park St.
IV, V	Sara G. Cummings	17 Summer St.
II, III	Lena M. Clark	10 Florence St.
I, II	Gertrude Farrington	Lawrence, Mass.

## BRADLEE SCHOOL

VIII, IX	Grace Hill, <i>Prin.</i>	67 Bartlet St
VI, VII	Cynthia E. Flint	10 Florence St
IV, V	Cecilia A. Derrah	26 Summer St.
II, III	Rubina S. Copeland	Ballard Vale, Mass.
I, II	Carrie R. French	Ballard Vale, Mass.

## RICHARDSON SCHOOL

I-III	Helen W. Battles, <i>Prin.</i>	31 Lowell St.
IV-VI	Emma L. Ward	Lowell St.

## WEST CENTRE SCHOOL

V-IX	Emily F. Carleton, <i>Prin.</i>	"Hillside", Shawsheen Rd.
I-IV	Mildred B. Morris	Lowell St.

## NORTH SCHOOL

V-IX	Mary Bridge, <i>Prin.</i>	Andover, R. F. D. 1
I-IV	Edith H. Johnson	20 Salem St.

## BAILEY SCHOOL

I-IX	Ella S. Morrill	Argilla Rd.
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## OSGOOD SCHOOL

I-IX	Hallie M. Stimpson	Andover, R. F. D. 1
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## JANITORS

Punchard, Stowe, John Dove, and Samuel C. Jackson Schools,	Herbert L. White, Reservation Rd.
Indian Ridge School,	James A. Eaton, 19 Cuba St.
Bradlee School,	James McGhie, Ballardvale
Richardson School,	William McEwan, 19 Haverhill St.
West Centre School,	Granville K. Cutler, Lowell St.
North School,	John Crowley, R. F. D. 1
Bailey School,	Alfred Melanson, R. F. D. 1, Lowell, Mass.
Osgood School,	George Spickler, R. F. D. 1

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## COMMITTEE MEETINGS

The first Tuesday of each month, except July and August, at  
7.30 P.M., in the School Committee Rooms, Town Hall

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## SUPERINTENDENT'S OFFICE HOURS

8-8.30 A.M.; 4-5 P.M., on school days.

7-7.30 P.M., Tuesdays, Fridays.

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## NO-SCHOOL SIGNAL

The no-school signal is given by means of the fire alarm bell and whistle. When the signal 3-3-3 is heard at 7.15 o'clock in the morning, there will be no session of the Punchard School. When the signal is given at 8 A.M. there will be no session of the grades below the high school in the forenoon, and when it is sounded at 12.30 P.M., these grades will have no session in the afternoon. Should the same signal be heard at 8.30 A.M. or at 1 P.M., there will be no session of the first three grades.

## SCHOOL BOARD'S REPORT

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*To the Citizens of Andover:*

The School Committee herewith present their annual report and financial statement for the year ending December 31, 1914.

Following the resignation of Mr. Bemis, the Committee secured the services of Mr. J. Francis Allison of Great Barrington, and since May 1, 1914, the schools have been conducted under his supervision.

Mr. Allison has the unanimous support of the Committee and we feel that under his guidance the schools will continue to advance in efficiency.

The most important matter for your consideration this year is the condition of the Punchard High School, and the report of a special committee is given herewith.

### REPORT OF HIGH SCHOOL COMMITTEE

We have tried to set forth conditions as they are and to give the information necessary for your action on our recommendations, and we trust we have been successful.

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ANDOVER, MASS., February 2, 1915

Your committee, appointed to submit plans and estimates for (1) New high school building, (2) Remodeling the present building, as directed by the Town Meeting held in March, 1914, beg to report as follows:

The Punchard School Building, erected about 1869, with its additions, will accommodate 120 pupils.

The attendance is 185, including four pupils from out of town. In all probability this attendance will reach 210 next year, nearly double the capacity of the building.

The increase in attendance, we believe, will be permanent and is occasioned by the following:

(a) The present labor laws under which minors between the ages of 14 and 16 are allowed to work in manufacturing establishments only eight hours per day. Undoubtedly future enactments will prevent minors from working before reaching the age of 16.

(b) More pupils obtaining high school education, especially in the commercial branches.

(c) The natural growth of the Town.

Last year a special committee of the School Board reported concerning this building that it was very much over-crowded, unsanitary, poorly lighted, poorly ventilated, lacking in laboratory facilities, and the commercial department so restricted that it was impossible to accommodate all those desiring to take commercial courses. With the increasing attendance this year these unfortunate conditions are greatly aggravated. The result has been that it is now necessary to use the assembly hall as a class-room.

### BUILDING NEEDED

To properly accommodate a school with an enrollment of 200 pupils, and to care for the normal growth of such a school, a building is needed which will contain eight class-rooms, physical laboratory, chemical laboratory, domestic science department, commercial department, assembly hall, Principal's office, Superintendent's office and store-room facilities, School Board rooms, together with proper arrangement in basement for recreation rooms, sanitariums, and cloakrooms.

In our judgment, facilities should be provided for not less than 300 pupils, our investigation showing that other towns which have built new high schools and planned for present needs only have found themselves almost immediately seriously handicapped. It is a fact that a new high school tends to attract an increased attendance.

We recommend that in the building, quarters be provided for the School Board and the Superintendent of Schools, for the

reason that their rooms in the Town House, we are informed, are needed for other town uses. In this way the school work will be centralized.

With these accommodations in mind we have secured a plan for remodeling the present building, together with two plans for a new building, all of which are submitted herewith.

The cost of remodeling, as per plan submitted by Perley F. Gilbert is as follows:

Building	\$68390
(including heating and ventilating)	
Changes and additions in central heating plant	4000
Commission, 6%	4343
	<hr/>
	\$76733
Equipment	5000
	<hr/>
	\$81733

The cost of a new building as per plan submitted by Frank I. Cooper of Boston is as follows:

Building (Including plumbing and wiring)	\$69000
Heating and ventilating, including changes in central heating plant	13500
Electric Fixtures	500
Commission, 6%	5040
	<hr/>
	\$87980
Equipment	5000
	<hr/>
	\$92980

The cost of a new building, as per plans submitted by Thomas M. James of Boston is as follows:

Building	\$67000
Heating and ventilating	8000
Plumbing	3450
Wiring	1000
Fixtures	500
Fire Risers	200
Changes and additions in central heating plant	4000
Commission, 6%	5049
	<hr/>
	\$89199
Equipment	5000
	<hr/>
	\$94199

The above figures do not include finished grading.

The above data, together with information secured through personal investigation of a number of high schools in towns of similar size to Andover throughout New England, leads us to unanimously recommend that the following article be inserted in the Town Warrant, to be acted upon at the annual meeting to be held March 1, 1915:

"To hear the report of the School Committee on High School plans, and to see if the town will vote to raise and appropriate the sum of one hundred thousand (\$100,000) dollars for the purpose of building and equipping a new high school building, and making the necessary changes in the Central Heating Plant."

Respectfully submitted

H. A. BODWELL  
 FREDERIC G. MOORE  
 JOHN C. ANGUS  
 THOMAS E. RHODES  
 ALFRED E. STEARNS

*Special Committee on  
 Punchard High School*

# FINANCIAL STATEMENT

For the year ending December 31, 1914

## SCHOOLS

Appropriation	\$39,000 00	
		Receipts Expenditures
Tuition	691 10	
Tickets	219 95	
Teachers and Supervisors		\$28,730 82
Janitors		2,603 64
Matron		220 80
Transportation		2,522 96
Fuel		2,486 29
Carriage Hire		137 50
Telephone		82 43
Light		187 85
Tuition		207 00
Printing		262 97
Truant Officer		93 24
School Physician		190 00
Water		278 75
Census		15 00
Miscellaneous		1,779 72
Transferred to School Houses		112 08
	\$39,911 05	\$39,911 05



## SCHOOLHOUSES

Appropriation	\$2,500 00	
Insurance	202 66	
Miscellaneous receipts	1 25	
Transferred from Schools	112 08	
Transferred from Books and Supplies	94 87	
Renovation and Repairs		\$2,666 64
Transferred to North School		243 40
	<hr/>	
	\$2,910 86	\$2,910 04
Balance unexpended		82
	<hr/>	
	\$2,910 86	\$2,910 86

## BOOKS AND SUPPLIES

Appropriation	\$2,400 00	
Miscellaneous receipts	13 54	
Books and Supplies		\$2,318 67
Transferred to School Houses		94 87
	<hr/>	
	\$2,413 54	\$2,413 54

## INDUSTRIAL SCHOOLS

Appropriation	\$500 00	
Tuition		\$62 51
Balance unexpended		437 49
	<hr/>	
	\$500 00	\$500 00

## PUNCHARD SCHOOL

Appropriation	\$500 00	
Expended		\$249 48
Balance unexpended		250 52
	<hr/>	
	\$500 00	\$500 00

## NORTH SCHOOL

Appropriation	\$2,500 00	
Transferred from School Houses	243 40	
Alteration and Repairs		\$2,743 40
	<hr/>	
	\$2,743 40	\$2,743 40

PLANS FOR  
REMODELING OLD SCHOOL  
AND  
POSSIBILITIES FOR A  
NEW BUILDING



# REMODELING PLAN

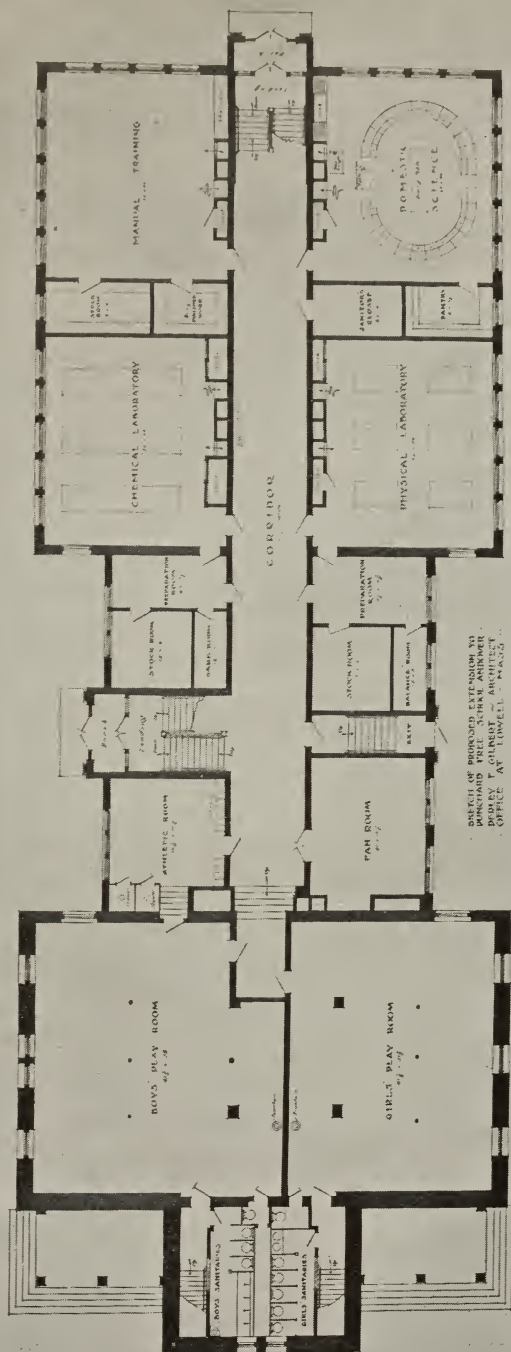
BY

PERLEY F. GILBERT



PROPOSED BUILDING FOR  
 THE UNIVERSITY OF  
 CALIFORNIA, BERKELEY  
 CALIF. AS DESIGNED BY  
 J. H. WATSON

SIDE ELEVATION



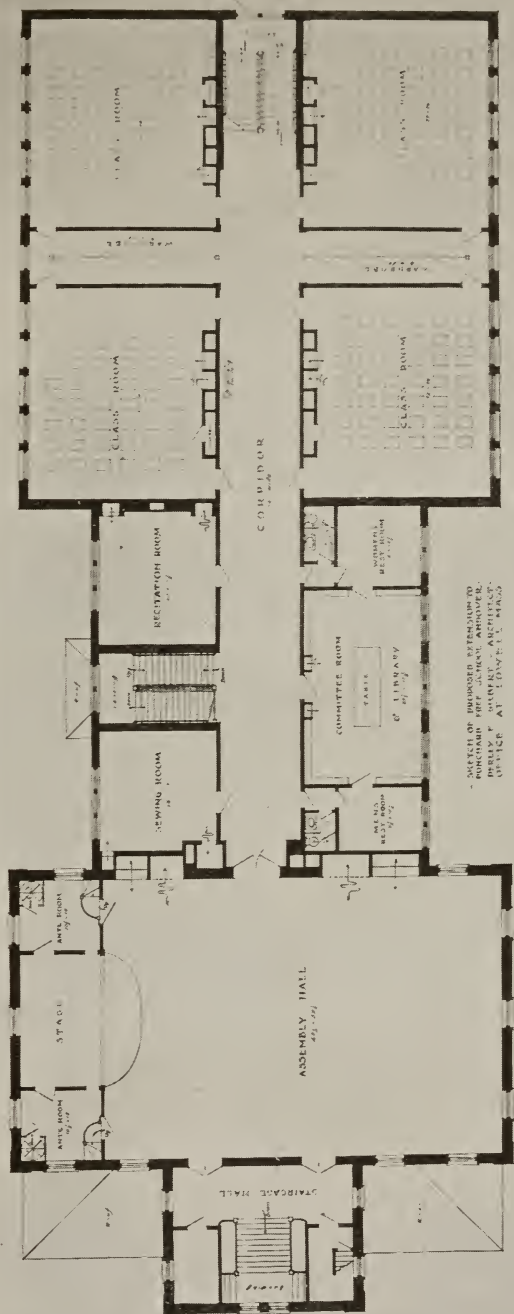
SKETCH OF PROPOSED EXTENSION TO  
PUNCHARD FREE SCHOOL ANNUAL  
DECEMBER 1, 1902 - ARCHITECT  
OFFICE AT LOWELL - 1902

BASEMENT PLAN

... ..







- SKETCH OF PROPOSED EXTENSION TO  
 PORCH AND REAR PORCH. APPROVED  
 BY THE BOARD OF SUPERVISORS  
 JANUARY 1, 1910.

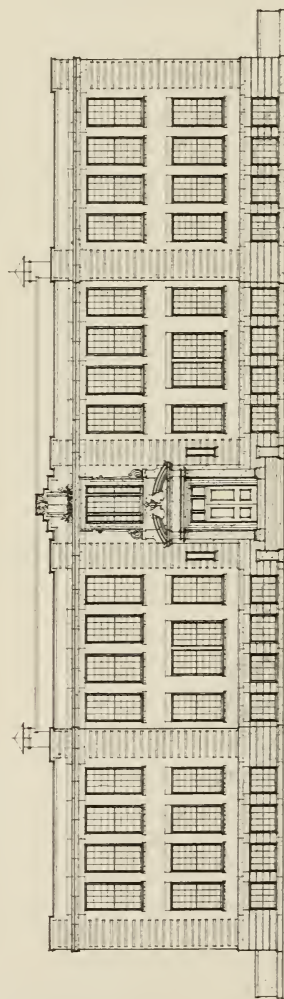
# SECOND FLOOR PLAN



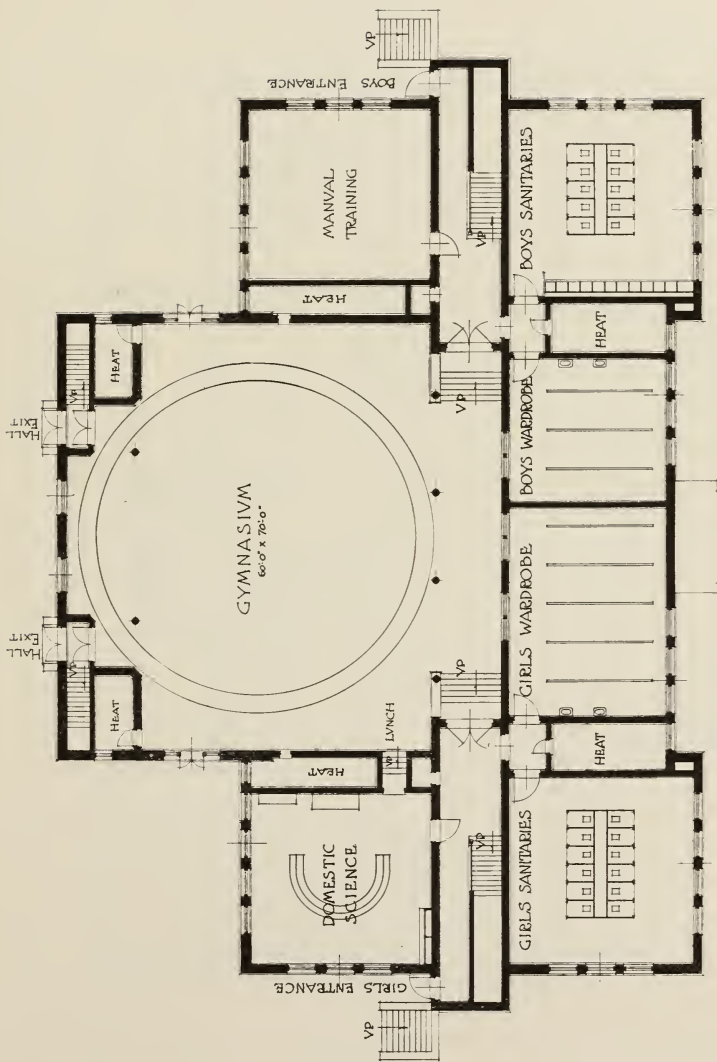
# PLANS FOR NEW SCHOOL

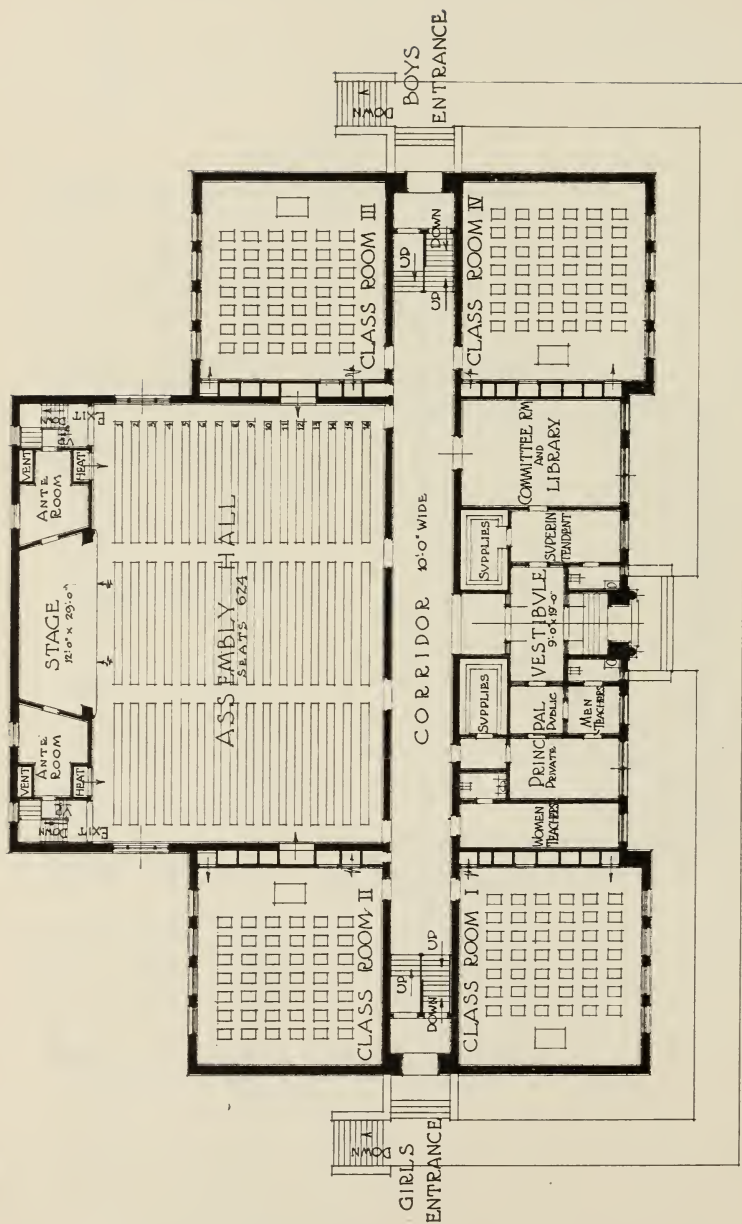
BY

F. R. JAMES OF BOSTON

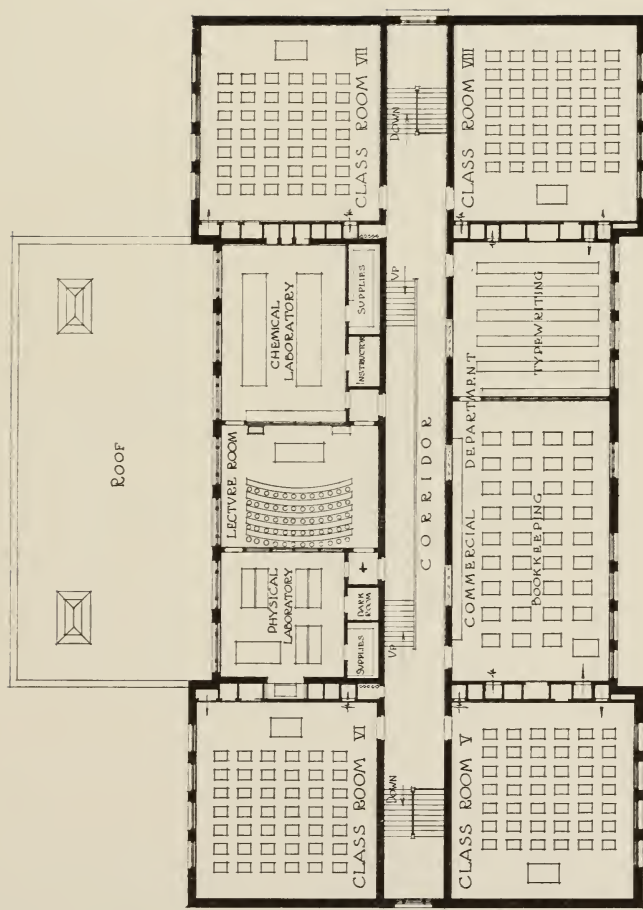


FRONT ELEVATION  
ANDOVER HIGH SCHOOL







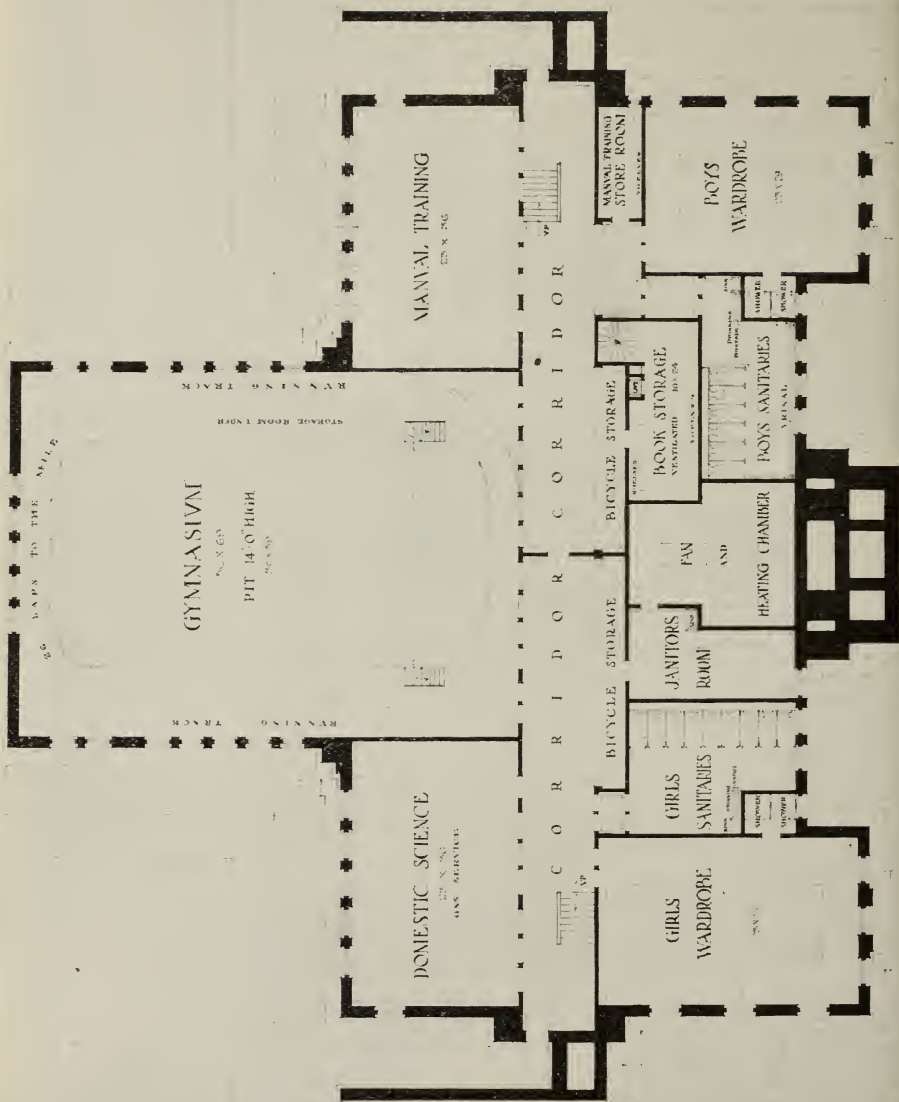


PLANS FOR NEW SCHOOL

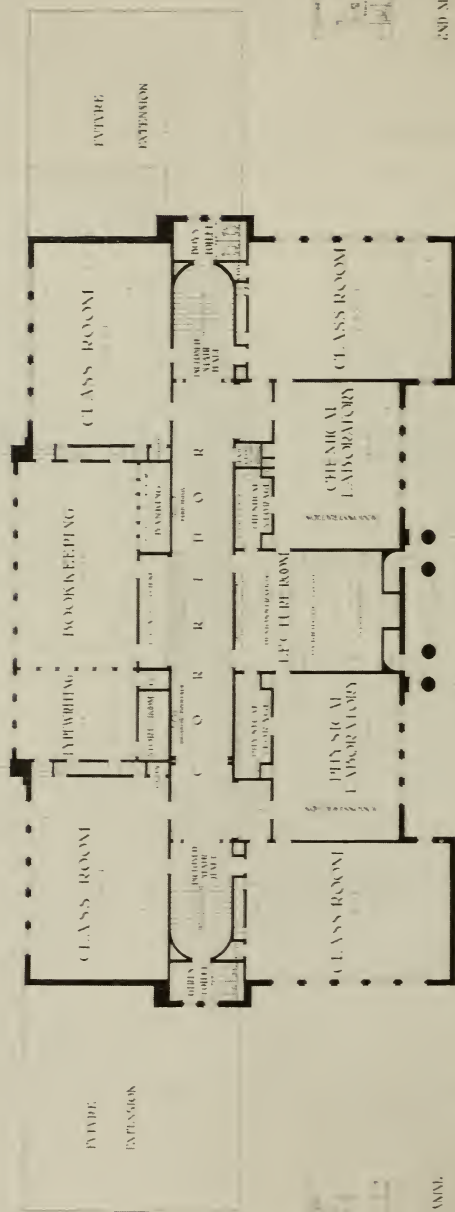
BY

FRANK I. COOPER OF BOSTON









SECOND FLOOR PLAN

SCALE 1/4" = 1'-0"

END MEZZANINE

END MEZZANINE

# REPORT OF SUPERINTENDENT OF SCHOOLS

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*To the School Committee of Andover:*

MADAM AND GENTLEMEN: I submit herewith my first annual report, it being the twenty-fifth in the series. Although addressed and presented to the school committee, the report is designed for the information of the public generally, and will therefore contain much that must of necessity be familiar to you.

## FIRST IMPRESSIONS

When I began my work in Andover last May, I was very favorably impressed, not merely by the cordial reception given me by your committee, the teachers and pupils, but also by the work being done in your schools. The teaching force, with few exceptions, appeared to me to be unusually good; the material equipment, with exceptions to be noted later, good; and the feeling of good-will and cooperation between teachers and pupils nearly all that could be desired. These first impressions have not been changed, but rather strengthened by a longer and closer acquaintance. It will be my endeavor to see that there is no deterioration in these respects, but that the good is made still better.

## GENERAL PRINCIPLES

Though recognizing the danger of attempting to lay down any fixed principles at a time when ideals are rapidly changing, nevertheless I shall venture to state some of the principles which will probably govern my work in your town.

*First,*—The schools are for the benefit of the children, and their interests must always be considered of first importance.

*Second,*—Good teachers are the most essential thing in the school system, and to secure and hold these, adequate wages must be paid. In the selection of new teachers, the best available must be chosen, regardless of political or religious opinions or place of dwelling.

*Third,*—Teachers must be held to definite principles and plans of work, but should be left free to develop their own as well as their pupils' individuality.



*Fourth*,— Emphasis should be placed upon the practical things of everyday use, with but little attention to the so-called “fads and frills”.

*Fifth*,— A good workman cannot do his best work without the aid of suitable tools; likewise the teacher must be aided by a good material equipment in order to secure the best results.

*Sixth*,— Economy should be practiced in all things, but the saving of expense at the cost of efficiency is waste, not economy.

### COURSE OF STUDY

The long projected revision of the course of study is partially completed, but has been hindered by the fact that several of the text-books are in process of change, and as many of the schools are using text-books that do not lend themselves well to the general plan, temporary arrangements have had to be made for the present year in several subjects. Next year will see a greater uniformity of text-books, and allow a further extension of the revised course of study.

### AGE OF ENTRANCE

Many requests were made at the opening of school in the fall, for the admission of children who were under the age established by the school committee for admission to the first grade. All such requests had to be denied for two reasons: first, because exceptions cannot be made for one child and not for others; second, because the present rule seems to be for the best interests of the children themselves.

The rule established by the school committee requires that a child be six years old on or before the first day of January following the opening of the fall term, in order to be admitted to the first grade. Many children, even at this age, are not sufficiently mature, either physically or mentally, to do the work of each grade successfully, and must suffer the discouraging effects of retardation somewhere along the line. All such cases act as a check upon the work of the other children, and do not work for the reputation or best interests of our schools. Even when children are able to do the grade work, they often

come to the high school with too little maturity to make a success of their work there, and many cut short their high school careers for this reason. A child who enters school at the age of six with good health and ordinary mental development, should be ready to enter the high school at fourteen, which seems to me the ideal age for high school entrance.

### VACCINATION

The State law requires that all children be vaccinated before entering the public schools, or present a certificate from a physician stating that they are not fit subjects for vaccination.

Many parents neglect this matter until just a few days before school opens in September, or even until the day of opening, with the result that children often lose much valuable time at the start, or have to come to school when suffering from the effects of vaccination. This matter should be attended to early in the summer vacation, and all children intending to enter school during the year should be present from the first day.

### NINTH GRADE

The question of a continuance of the ninth grade is closely related to the age of admission to the first grade. There is nothing in the course of study for the ninth grade that is essential for entrance to the high school, and its continuance adds to the expense of maintaining the schools while it does not materially add to their efficiency. Its purpose seems to be largely to provide occupation for the children until they reach an age of sufficient mental development to do high school work. Such ability depends much more upon good physical development and mental maturity than upon the acquisition of a certain amount of knowledge. It seems best, therefore, to continue the present plan of the higher age of admission to the first grade and the gradual elimination of the ninth. Since the increased entrance age does not affect the present eighth grade pupils, and the high school building is already overcrowded, it will be necessary to continue the present plan for at least another year. No mid-year promotions will be made, but at the end of the year those of the eighth grade who have attained a sufficiently high

rank will be given promotions directly to the high school, the rest of the class forming the ninth grade for the coming year.

### EQUIPMENT

Wherever electric current is available the schoolrooms should be equipped with lights for use on dark days. The Stowe and Bradlee schools are entirely without artificial lighting, and several of the other schools are lighted only in part. The Stowe hall needs both electric light and steam heat in order to make it serviceable. At the Bradlee school the Mothers' Club finds it necessary to bring in kerosene lamps for all evening meetings, forming a fire hazard which might be avoided by electric lighting.

### SCHOOL LIBRARIES

The Richardson school has a small library of its own. The public library is now made available for the children of the North, Bailey and Osgood schools through sets of twenty-five or more books selected by the librarian and loaned to these schools for a month or more at a time. This privilege will undoubtedly be greatly enjoyed, and should prove of great benefit to the children.

### FIRE AND FIRE PROTECTION

The fire which broke out in the Bailey school early in the fall term naturally suggests the question of what precautions are being taken to guard against fires, and what provision is made for the safety of the children.

For the protection of the building, every school in town is now provided with one or more fire extinguishers which may be used before a fire has gained headway. For the protection of the children, fire drills are frequently held, by means of which the children are all clear of the building in about one minute's time. The Punchard School is not included in this statement, for the single narrow corridor in this building would make so rapid an exit impossible. But in all cases the exit can be made in so short a time that there is little danger for the pupils.

## JOHN DOVE AND SAMUEL C. JACKSON SCHOOLS

A re-arrangement of grades in these two schools was made possible by the smaller entering class last September. By this new arrangement each teacher has but one grade, and the number of children in the different rooms is nearly the same. Much better work can be done under these conditions than with two grades in a room.

In place of the grouping of backward children in one room, these children do most of their work in regular classes, and merely go to the special teacher for a few minutes each day for drill in the subjects in which they are weak. I believe the results are more satisfactory than from the previous arrangement.

## SPECIAL REPORTS

Your attention is respectfully called to the reports of the high school principal, school physician and attendance officer which will be found elsewhere in this report. Abstracts from the reports of supervisors of special subjects are herewith presented, together with some personal comments.

*Music*

An excellent foundation in music was laid by Miss Mitchell during the two years in which she had charge of this department. Under her successor, Miss Meyer, the same method has been continued, and equally efficient work done.

"Much attention has been given to sight reading, since the ability to read music readily is the surest road to its proper interpretation."

"New interest in music has been shown in the high school, and an excellent chorus is in prospect."

The interest and cooperation of the teachers is commended in the supervisor's report.

*Drawing*

By the resignation of Miss Brigham the town suffered the loss of an unusually efficient drawing teacher. An exhibition of work by the different grades and the high school done under her supervision may be seen at the school committee rooms.

Her successor, Miss Barrett, reports the equipment satisfactory for good work in the grades, but entirely inadequate in the high school.

"The drawing suffers from a frequent change of supervisors."

"To get the best results, make arrangements for more time, and join with another town to make it worth while for a thoroughly trained teacher to stay more than one year."

Home work is also advocated for the high school pupils.

### *Physical Training*

In her report Miss Brown, the supervisor of physical training, calls attention to a greater interest on the part of the children, and a correspondingly greater benefit.

"Folk dancing is taught in the first six grades during the winter term.

"In the high school the increase in the number of pupils and the lack of available space has made it necessary to limit the training to the Freshman class."

Miss Brown calls attention to the need of a gymnasium at the high school, and recommends that credit toward graduation be given those taking this course.

### *Manual Training*

"The work in manual training has continued along about the same line as last year, but with the work more carefully graded." Boys in seventh and eighth grades are making flower-pot stands, shelves, knife-boxes, tabourettes and similar objects.

"Bird-houses and feeding-boxes will be begun in February and talks will be given on birds and their ways."

The boys of the ninth grade and the high school have made book-cases, tool-chests, magazine-racks, comfort-boxes, lamp-shades, etc., together with considerable practical work for the schools.

"The high school girls have done some excellent work in basketry."

The work of this department, under Mr. Lunt's direction,



has been greatly enjoyed, and the increasing skill of the pupils is easily apparent.

### *Domestic Science*

Miss Loftus, who had charge of the domestic science department last year, preferred to take up strictly academic subjects, and the work of this department has been carried on this year under the supervision of Miss Whiting, a recent graduate of Simmons College.

"Grades eight and nine study sewing during the entire year, beginning with the common stitches and followed by practical application of them. Later will come the cutting of garments from patterns and making the same with the use of the sewing machine. Another sewing machine is needed for this work."

"In the high school the freshman girls divide their time between theory and practice,—studying house decoration and furnishing, with the drawing, comparing and criticising of house plans, and also learning simple forms of all the cooking processes."

"In the sophomore year, food principles are studied, the function of each in the body, and the proper proportion of each in the daily menu. Later this class will prepare entire meals, set the tables and serve the food."

"Some of the junior girls are studying more advanced forms of cooking."

This department is deserving of a much better room and better equipment than we are now giving it in the basement of the Punchard School.

### TEACHERS' RETIREMENT ASSOCIATION

The law creating a teachers' retirement association went into effect July 1, 1914. Teachers who have been in service in the public schools of the State previous to that date may become members or not, at their option. All who enter such service after that date are obliged to become members.

By this law, assessments are made upon the salaries of members, thereby creating a fund from which to pay the an-

nuities. The State adds an amount equal to that paid from the teacher's own contributions. Teachers may retire at sixty years of age and receive a pension of three hundred dollars or more each year, according to the amount contributed.

Over seven thousand teachers in the State have become members of the association, and among them twenty-three of our own teachers.

### THE HIGH SCHOOL

The need of more rooms and better accommodations at the high school is urgent. Already the class-rooms have overflowed into the assembly hall, and with the increase sure to come next year there will probably be fifty or more pupils in excess of the number that the regular class-rooms will accommodate.

Either the old building must be remodeled and enlarged, or a new building erected. Of the two plans, the erection of a new building seems to be the better solution. The difference in cost will be more than offset by the greater convenience, better sanitary conditions, lower maintenance cost, greater attractiveness, and last, but not least, the inspiration and moral influence which a new building creates in the pupils.

### NEW LAWS

Three laws enacted by the Legislature of 1914 are of especial interest to us.

#### *Use of Public School Property*

SECTION 1, CHAPTER 538. For the purpose of promoting the usefulness of the public school property, the school committee of any city or town may conduct such educational and recreation activities in or upon school property under its control, and shall allow the use thereof by individuals and associations, subject to such regulations as the school committee shall establish, for such educational, recreation, social, civic, philanthropic and similar purposes as the committee may deem to be for the interest of the community, provided that such use shall not interfere or be inconsistent with the use of the premises for school purposes.

#### *Public Evening School*

SECTION 11, CHAPTER 590. Any town may, and every city or town in which there are issued during the year from September 1 to August 31 certificates authorizing the employment of twenty or more persons who do not possess the educational qualifications enumerated in section one of chapter



forty-four of the Revised Laws, as amended, shall maintain during the following school year an evening school or schools for the instruction of persons over fourteen years of age in orthography, reading, writing, the English language and grammar, geography, arithmetic, industrial drawing, both free hand and mechanical, the history of the United States, physiology and hygiene and good behavior. Such other subjects may be taught in such schools as the school committee considers expedient.

In connection with this law it is interesting to note that not a single illiterate certificate was issued during the past year, and only four out of four hundred and eighty-seven certificates issued since the law went into effect in September, 1913, were issued to illiterates.

### *Tenure of Office of Teachers and Superintendents of Schools*

#### CHAPTER 714

##### AN ACT RELATIVE TO THE TENURE OF OFFICE OF TEACHERS AND SUPERINTENDENTS OF PUBLIC SCHOOLS

SECTION 1. The school committee of a city or town, in electing a teacher or superintendent who has served in the public schools of its city or town for the three previous consecutive years, shall employ such teacher or superintendent to serve at the discretion of the school committee, subject to the provisions of section two of this act.

SECTION 2. The school committee may dismiss any teacher or superintendent from employment by a two thirds vote of the whole committee, and such teacher or superintendent shall not receive any compensation for service rendered after such dismissal: *Provided*, that a teacher or superintendent employed to serve at the discretion of the school committee, as provided in section one of this act, shall not be dismissed unless, at least thirty days prior to the meeting, exclusive of customary vacation periods, at which the committee votes upon the question of his dismissal, he shall have been given notice of the intention of the school committee to vote upon the question of his dismissal, nor unless, he shall have been given, upon his request, a statement by the school committee of the reasons for which his dismissal is proposed; nor unless, also, in the case of a teacher, the superintendent of schools shall have given to the school committee his recommendations as to the proposed dismissal.

SECTION 3 (1) No teacher employed to serve at the discretion of the school committee, as provided in section one of this act, shall suffer a decrease of salary without his consent, except by a general salary revision affecting equally all teachers of the same salary grade in the city or town. (2) A superintendent employed to serve at the discretion of the school committee shall suffer no decrease in salary without his consent, until at least one year after the school committee has voted to reduce his salary.

SECTION 4. Nothing herein contained shall be construed as limiting the right of a school committee to suspend a teacher or superintendent for

immoral conduct or other conduct unbecoming a teacher; and if the teacher or superintendent so suspended is subsequently dismissed because of such conduct, he shall not receive any salary for the period of his suspension.

SECTION 5. Nothing herein contained shall be construed as limiting the right of a school committee to dismiss a teacher when an actual decrease in the number of pupils in the schools of the city or town renders such action advisable.

SECTION 6. All acts and parts of acts inconsistent herewith are hereby repealed.

SECTION 7. This act shall not apply to superintendents of superintendency unions.

SECTION 8. This act shall not apply to the city of Boston.

SECTION 9. This act shall take effect on the first day of July in the year nineteen hundred and fourteen. [*Approved June 29, 1914.*]

This law was anticipated by the action of the school committee one year ago, when thirteen teachers were granted tenure of office. Fifteen others will be affected by it this year.

### CONCLUSION

My thanks are offered to the school committee for their courtesy and support, to the teachers for their good-will and cooperation, and to all who have aided in any way the most important work in which the town is engaged,—the training of its future citizens.

Respectfully submitted,

J. FRANCIS ALLISON

*Superintendent of Schools*

## TRUSTEES OF PUNCHARD FREE SCHOOL

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SAMUEL H. BOUTWELL	REV. CHARLES W. HENRY
MYRON E. GUTTERSON	HARRY H. NOYES
REV. NEWMAN MATTHEWS	HARRY M. EAMES
REV. E. VICTOR BIGELOW	FRANK T. CARLTON

*President,* SAMUEL H. BOUTWELL

*Clerk and Treasurer,* HARRY H. NOYES

### *Visiting Committee*

MYRON E. GUTTERSON	REV. E. VICTOR BIGELOW
REV. NEWMAN MATTHEWS	

### *Finance Committee*

HARRY H. NOYES	SAMUEL H. BOUTWELL
HARRY M. EAMES	

### *Auditing Committee*

HARRY M. EAMES	FRANK T. CARLTON
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## REPORT OF THE PRINCIPAL OF THE PUNCHARD FREE SCHOOL

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*To the Superintendent of Schools, and the Trustees of the Punchard Free School.*

GENTLEMEN: I have the honor to submit my fifth annual report as principal of the Punchard High School.

The membership of the school shows another marked increase. There were, at the close of the fall term, 184 students registered as compared with 156 a year ago; for although the entering class did not equal the record-breaking one of September 1913, the loss by graduation and withdrawal was small so that the net increase is accounted for.

I am frequently asked why the membership of the high school is increasing. There are several factors that contribute. It should be borne in mind that the town of Andover is not peculiar in this respect; almost every town in the state shows the same phenomenon. In our own case, these influences seem to be at work:— (1) the tendency to shorten the grade course from nine to eight years; (2) the new law governing the employment of minors; (3) the desire of an increasing number of parents that their children shall have the best education the law provides; (4) the increase in population of the town. While the first of these factors might appear to be temporary, it will still continue to be effective in connection with the second, for while the age of graduation from the grades is slightly reduced by the eight-grade system, the law compels the attendance at school for a longer period—hence the larger classes for the first and even second high-school year. Furthermore some of those who enter with a purpose to stay only as long as the law requires develop new aims during this earlier period and decide to continue. On the whole then, there seems little doubt that the increase in our membership is a permanent condition.

You are aware of the difficulty of caring for this increase in membership in our present building. I recently made a report to the chairman of the School Committee in which I stated the facts as calmly as I could, because they furnish the most powerful argument for betterment. You are, of course, so familiar with those facts that I need not repeat them. For the sake of record it may be well to mention that this report appeared in the Townsman of January 15. That a serious crisis will be reached in September is apparent. Provision for meeting this crisis must be made this spring. I have yet to find a single person who has visited the school during its sessions this past year who does not agree that "something must be done".

There are several administrative problems that have demanded solution this year. As the increase in the size of the student body has affected the two lower classes principally, it has been necessary to multiply the number of class-sections in many instances. Bookkeeping, History, English and French — all of the Sophomore year — have required twice as many recitation periods as ever before. The transfer of Miss Loftus to the History and French departments helps relieve the situation, but with another large entering class in September, we shall need another teacher to carry on the school work, provided we can find a place for him to hold his recitations. The work of the special teachers in drawing and physical training has been seriously interfered with by our crowded conditions. We have had to limit the work in drawing to two divisions one of which meets once a week, the other once in two weeks. Both sections are elective as we cannot accommodate all the members of any one class. The value of instruction in art which is limited to forty-five minutes every two weeks is questionable. This is not to be construed as a criticism of the work of the drawing teacher. The girls' drill in physical culture has also been limited — in this instance particularly because of lack of space. Freshmen girls only, have taken the work and they have had to drill in what space is left in the hall when settees and desks are pushed to one side.

There are many needs of equipment which we are keenly aware of but which we feel would be much better met after the

problem of building is solved. There is no encyclopedia of size and date that entitles it to respect. Our stereopticon is obsolete. All the science courses need new equipment.

When those of us who are familiar with the buildings and equipment of other towns, whose wealth of resources and traditions is much less than our own beautiful Andover, are daily made to feel the serious inferiority of our high-school plant, we find it difficult to discuss the situation calmly or endure it patiently. Yet we feel sure that the town does not wish its young people to have anything but the best and that the past history of the school and the part that it has played in the life of Andover justify our asking for such improvement. The public high school has ceased to be a luxury for the few; it is an institution of the broadest democracy.

For the first time in four years, we have had changes in our teaching force. Our English teacher, Miss Foss, resigned at the close of the last school-year and was married during the summer. Miss Farnsworth was called to the New Haven high school to a position of larger responsibility. They offered her a salary which bears witness to their estimate of her work and our own difficulty in keeping the best teachers. Miss Mary L. Smith and Miss Helen DeM. Dunn are filling the vacancies caused by these resignations. They and Miss Ruth Whiting, who has charge of the Domestic Science courses, are proving worthy successors of able teachers.

It is a pleasure to record the success in higher institutions of our graduates and it encourages us to believe that the present is maintaining the high standards of the past in Punchard.

Our football team had a season that was successful in games won, in finance, and, best of all, in the combination of scholarship and athletic practice that made it possible to use our best material.

In conclusion I wish to recognize the spirit with which my associate teachers are meeting the difficult task that confronts them.

Yours respectfully,

N. C. HAMBLIN



# REPORT OF SCHOOL PHYSICIAN

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*To the Superintendent of Schools:*

I herewith present my report as school physician for the year ending January 31, 1915.

During the year the work of the school physician has been carried on much as usual. Routine visits have been made to the school buildings and children examined. Frequently this has been done at the special request of the teacher, who is the first to notice unusual symptoms among the pupils.

There have been no serious epidemics, though whooping cough was prevalent at the Bailey School during the spring term. There were also some cases of scarlet fever there during the winter term of 1914. In other schools there have been, at different times, diphtheria, measles, and scarlet fever, besides the less serious contagious diseases. There has not in any case been any spread of infection. The general health of the school children has been good, and the attendance, I believe, has been above the average.

The buildings are well cared for, and I think no criticism can be made of their state of cleanliness. The ventilation of the buildings is poor, especially in the Punchard School which is also over-crowded, and open windows are the only means of assuring even fairly good air in the rooms.

Vaccinations have been done as required and we have a thoroughly vaccinated school community. Certificates have been given to children leaving school to go to work, assuring the employers of their physical fitness.

The care of the teeth has been neglected by a very large percentage of the children. This is an important matter and one which teachers and parents should keep in mind and try to help rectify.

The following is a list of conditions for which notices have been sent to parents or guardians:



## NOSE, THROAT, ETC.

Adenoids	18
Enlarged tonsils	28
Tonsilitis, acute	5
Chronic otitis	3
Enlarged cervical glands	8

## DISEASES OF THE EYE

Conjunctivitis	5
Strabismus	3
Injury (results)	2

## DEFORMITIES

Chest	3
Spine	3
Extremities	4

## SKIN

Pediculosis Capitis	27
Impetigo Contagiosa	10
Scabies	3
Eczema	4
Sundry (poison ivy, etc.)	6

## GENERAL

Whooping Cough	6
Scarlet fever	4
Phimosis	3
Nervous conditions	6
Feeble Minded	3

The results of sight and hearing tests made in the fall are as follows:

Number examined	1013
Defective vision	129
Defective hearing	22
Notices sent	124

Respectfully submitted,

W. D. WALKER, M. D.,  
*School Physician.*

## REPORT OF ATTENDANCE OFFICER

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*To the Superintendent of Schools:*

I herewith submit the following report for the year 1914.

Number of cases reported	145
Number of cases investigated	140
Number of truants	54
Number of absences with legal excuse	0
Number absent because of sickness	17
Number absent for lack of clothing	5
Number absent to help at home	24
Number absent for other insufficient reason	3
Number of cases prosecuted	4
Number working without certificate	3
Number over fourteen reported and investigated	27

Respectfully submitted,

JAMES NAPIER,

*Attendance Officer.*



# APPENDIX

# SCHOOL CALENDAR

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## SECOND TERM — EIGHT WEEKS

December 28, Monday	Second term begins
February 19, Friday	Second term ends

## RECESS — ONE WEEK

## THIRD TERM — EIGHT WEEKS

March 1, Monday	Third term begins
March 12, Friday, 7.30 P.M.	Lincoln Spelling Contest
April 9, Friday, 7.45 P.M.	The Barnard Speaking
April 19, Monday,	Patriots' Day, Holiday
April 23, Friday	Third term ends

## RECESS — ONE WEEK

## FOURTH TERM — SEVEN WEEKS

May 3, Monday	Fourth term begins
June 17, Thursday, 3.30 P.M.	Grammar School Graduation
June 17, Thursday, 8.30 P.M.	High School Graduation
June 18, Friday	Fourth term ends

## VACATION — TWELVE WEEKS

## FIRST TERM — FIFTEEN WEEKS

September 13, Monday	First term begins
October 12, Tuesday	Columbus Day, Holiday
November 25, Thursday	Thanksgiving Day, Holiday
November 26, Friday	Special Holiday
December 10, Friday, 7.45 P.M.	Goldsmith Speaking
December 24, Friday	First term ends

## RECESS — ONE WEEK

1916

## SECOND TERM — EIGHT WEEKS

January 3,	Second term begins
February 22, Tuesday	Washington's Birthday, Holiday
February 25, Friday	Second term ends

## RECESS — ONE WEEK

## THIRD TERM — EIGHT WEEKS

March 6, Monday	Third term begins
March 17, Friday, 7.30 P.M.	Lincoln Spelling Contest
April 14, Friday	Barnard Speaking
April 19, Wednesday	Patriots' Day, Holiday
April 28, Friday	Third term ends

## RECESS — ONE WEEK

## FOURTH TERM — SEVEN WEEKS

May 8, Monday	Fourth term begins
May 30, Tuesday	Memorial Day, Holiday
June 22, Thursday, 3.30 P.M.	Grammar School Graduation
June 22, Thursday, 8.00 P.M.	High School Graduation
June 23, Friday	Fourth term ends

# STATISTICS

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Population, 1910	7301
Children between five and fifteen years of age, September 1, 1914:	
Males           595      Females       660	1255
Children between seven and fourteen years of age, Males           432      Females       492	924
Children between fourteen and sixteen years of age Males           119      Females       175	294
Valuation of Andover, 1914	\$8,592,780 00
Valuation of schoolhouses and lots	143,725 00
Estimated value of books and apparatus	13,000 00
Tax rate per \$1,000	18 00
Total cost for support of schools (including salaries and expenses paid by the Trustees of the Pun- chard Free School)	48,063 22
Total cost to the town for the support of schools	44,784 28
Amount per \$1,000 of valuation raised by taxation and expended for the support of schools	5 66
Total expenditure per pupil for the support of schools	39 27
Total cost to the town per pupil for the support of schools	36 59
Number of school buildings	12
Number of school rooms	44
Number of rooms occupied	42
Number of principals of buildings	8
Number of special teachers	5
Salaries of grade teachers, not including principals	
Minimum	\$500 00
Maximum	650 00
Present average	577 00
Salaries of high school teachers, not including men	
Minimum	\$600 00
Maximum	850 00
Present average	717 00
Number graduated from grammar schools in 1914	82
Number entering high school	68
School bank savings for 1914	\$1,767 66



## RANK IN ATTENDANCE — 1913-1914

Rank	School	Grade	Teacher	Attendance
1	Richardson	IV-VI	Emma L. Ward	98.9
2	Richardson	I-III	Helen W. Battles, Prin.	98.2
3	Bradlee	IV, V	Cecilia A. Derrah	96.5
4	Bradlee	VI, VII	Cynthia E. Flint	95.9
5	Punchard	High	Nathan C. Hamblin, Prin.	95.8
6	Indian Ridge	VII, VIII	Etta M. Dodge, Prin.	95.4
7	West Centre	V-IX	Emily F. Carleton, Prin.	95
8	John Dove	V	Annie M. Downes, Prin.	94.9
9	Indian Ridge	IV, V	Mary Moriarty	94.85
10	Bradlee	VIII, IX	Grace Hill, Prin.	94.83
11	Stowe	VI	Carolyn A. Dean	94.8
12	John Dove	III, IV	Margaret S. Hoyt	94.7
13	John Dove	III	Mae Chase	94.47
14	Indian Ridge	V, VI	Helen E. Hartford	94.46
15	John Dove	IV	Katherine T. Hannon	94.3
16	Stowe	VII, VIII	Bernice G. Stimpson	94.28
17	Stowe	VIII, IX	Margaret C. Kimball	94.27
18	Indian Ridge	II, III	Lena M. Clark	94.1
19	Bradlee	II, III	Ruby S. Copeland	93.9
20	Stowe	IX	James H. Morss, Prin.	93.7
21	Stowe	VI, VII	Eliza Spaulding	93.4
22	Stowe	VII	Eleanor N. Irving	93.03
23	John Dove	V	Joanna P. Simmons	93
24	John Dove	II, III	Frances Hobbs	92.9
25	West Centre	I-IV	Bernice B. Abbott	92.7
26	Indian Ridge	I, II	Mary E. G. Riley	92.4
27	Bradlee	I, II	Carrie R. French	92.2
28	S. C. Jackson	II	Florence I. Abbott	92.1
29	North	I-IX	Helen R. Roberts	91.68
30	Bailey	I-IX	Ella S. Morrill	91.66
31	S. C. Jackson	I	Florance M. Prevost	91.4
32	S. C. Jackson	I	Adele H. Duval	89.4
33	S. C. Jackson	Special	Helen L. Dickinson	89
34	Osgood	I-VIII	Edith H. Johnson	88.3

### BY SCHOOLS

1	Richardson	98.5
2	Punchard	95.8
3	Stowe	95.5
4	Bradlee	94.6
5	Indian Ridge	94.2
6	West Centre	93.8
7	John Dove and S. C. Jackson	92.6
8	North	91.68
9	Bailey	91.66
10	Osgood	88.3
	Average for all schools	93.3

# ATTENDANCE STATISTICS — 1913-1914

SCHOOL	GRADE	ENROLLMENT					Total membership	Average membership	Per cent of Attendance	Half days absence	Unexcused absence	Tardiness	Dismissals	Length of school in months and days	Visits by parents and patrons	Visits by Superintendent	Visits by school committee	Visits by school physician		
		Boys	Girls	Total	Over															
					5 to 15 years	13 years													7 to 14 years	
Punchard Stowe	High IX	74	91	165	71	94	27	166	151.5	144.9	95.7	2308	356	440	93	9-7	36	21	1	
	VIII, IX	24	14	38	29	38	17	41	36.3	34.2	94.2	790		78	46	9-6	28	57	1	
	VII	16	16	32	28	4	29	46	33.4	31.7	94.8	678	34	87	9	9-5	8	15	1	
	VII, VIII	25	16	41	40	1	29	44	37.9	35.3	93.1	970	573	167	42	9-6	14	13	1	
John Dove	VI, VII	19	16	35	32	3	29	45	33.6	31.7	94.3	661	247	171	37	9-5	10	26	1	
	VI	18	20	38	37	1	31	44	37.1	34.8	91.1	889	56	82	54	9-6	18	12	1	
	V	14	25	39	38	1	38	41	36.2	36.2	94.2	742		32	54	9-6	14	16	1	
	V	20	21	41	41		41	44	39.9	37.9	95.7	725	63	24	42	9-5	54	27	3	
S. C. Jackson	IV	28	17	45	45		45	46	41.9	38.8	92.7	674	10	39	30	9-5	36	11	1	
	III, IV	19	24	43	42		42	45	41.9	39.8	94.9	806	74	73	11	9-5	18	9	1	
	III	19	22	41	41		40	47	42.1	39.7	94.3	804	180	95	29	9-4 1/2	31	12	1	
	II, III	23	22	45	45		33	45	41.2	38.4	93.2	1053	170	77	17	9-4 1/2	39	7	2	
Indian Ridge	II	23	18	41	41		18	45	42.1	38.8	92.2	1208	147	116	23	9-4 1/2	45	14	2	
	I	19	15	34	34		6	35	32.2	28.8	89.4	1186	31	51	11	9-4 1/2	17	16	1	
	I	19	16	35	35		6	36	34.4	31.5	91.3	1093	18	56	37	9-4 1/2	65	25	2	
	Special VII, VIII	7	3	10	10		9	18	14.2	12.7	89.1	456	100	33	16	9-4 1/2	15	32	4	
Bradlee	V, VI	14	22	36	36		33	36	30.4	29.1	95.3	518	164	6	13	9-4	24	16	2	
	IV, V	18	17	35	33		30	36	29.7	28.1	94.6	599	157	30	18	9-4	8	15	2	
	II, III	19	20	39	39		39	40	36.4	34.5	94.8	690	167	38	40	9-4	2	14	1	
	I, II	11	24	35	35		28	38	32.1	30.4	94.3	789	64	26	9	9-2 1/2	15	14	1	
Richardson	VIII, IV	7	14	21	20		14	21	20.9	19.8	94.7	393	51	30	38	9-4	12	19	4	
	VI, VII	10	21	31	29		25	34	28.8	27.7	96.1	442	45	35	18	9-4	8	17	3	
	IV, V	20	16	36	35		1	38	33.3	32.1	96.6	408	31	26	8	9-4	17	18	4	
	II, III	16	14	30	30		28	32	30.3	28.4	94.1	698	34	20	12	9-2 1/2	15	19	2	
West Centre	I, II	10	14	24	24		7	27	25.8	23.8	92.2	735	25	44	16	9-2 1/2	17	17	3	
	I, III	22	19	41	41		19	42	37.1	36.5	98.4	234	51	30	9-4 1/2	83	15	2		
	IV-VI	9	15	24	24		24	24	18.9	18.7	98.9	63	23	4	3	9-7	33	15	2	
	V-IX	11	7	18	18		16	21	19.6	18.6	95.6	384	22	26	5	9-6	30	19	4	
North Bailey	I-IV	14	15	29	29		22	31	26.4	24.5	92.8	694	53	35	9	9-4	19	17	2	
	I-IX	20	20	40	40		35	40	38.4	35.2	91.6	645	78	16	9-7	48	10	3		
	I-IX	13	16	29	29		27	29	23.4	21.5	91.5	594	3	54	9	8-2	20	16	1	
	I-VIII	10	13	23	22		18	23	21.7	19.1	88.1	851	2	103	10	9-8	20	16	3	
Totals		630	662	1292	1171	121	915	1370	1223.8	1149.9	93.3	24504	3172	2293	793	9-4	840	615	57	34

# TEACHERS

FEBRUARY 1, 1914—JANUARY 31, 1915

SCHOOL	GRADE	NAME	First Election	Resig- nation	EDUCATION
PUNCHARD	Principal—Latin Science English	Nathan C. Hamblin	1910		†Harvard University
		Eugene V. Lovely	1911		Bates College
		Harriet A. Foss	1910		Wellesley College
		Mary L. Smith	1914		Smith College
	Mathematics Business	Caroline M. Davis	1911		Wellesley College
		Edna G. Chapin	1906		Smith College
	French and German	Louise M. Farnsworth	1910	1914	Tufts College
		Helen deM. Dunn	1914		Radcliffe College
		Elizabeth M. Loftus	1911		Tufts College
		James H. Morss	1911		Boston University
STOWE	History Principal—IX VIII	Margaret C. Kimball	**		Salem Normal
		Eleanor N. Irving	1913		Framingham Normal
		Bernice G. Stimpson	**		Gorham Normal
		Bernice B. Abbott	1912		Lowell Normal
	VII, VIII	Eleanor N. Irving	**		Framingham Normal
		Bernice G. Stimpson	1913		Gorham Normal
	VII	Eliza Spaulding	1892		Lowell Normal
		Carolyn A. Dean	1892		Punchard Free School
	VI	Annie M. Downes	1898		Symonds High School
		Joanna P. Simmons	1912		Higgins Classical Institute
JOHN DOVE AND SAMUEL C. JACKSON	Principal—V	Katherine T. Hannon	1906		Lowell Normal
		Margaret S. Hoyt	1910		Plymouth (N. H.) Normal
	IV	Mae Chase	1913		Amesbury High School
	III	Frances Hobbs	1911		Nashua Training School
	III	Florence I. Abbott	1892		Salem Normal
	II	Adele H. Duval	1898		Winona (Minn.) Normal
	II	Florance M. Prevost	1898		Wheelock K'gt'n Tr. School
	I	Helen L. Dickinson	1914	1914	Northfield Institute
	Special	Jessie P. Brown	1914		Brandon Tr. Class, Brandon, Vt.

INDIAN RIDGE	Prin.—VII, VIII V, VI IV, V	Etta M. Dodge	1909	Concord (N. H.) High School
		Helen E. Hartford	1913	Lowell Normal
		{ Mary Moriarty	1912	Lowell Normal
	II, III I, II I, II	Sara G. Cummings	1914	Bridgewater Normal
		Lena M. Clark	1910	Plymouth (N. H.) Normal
		{ Mary E. G. Riley	1912	Lowell Normal
	Prin.—VIII, IX VI, VII IV, V	Gertrude Farrington	1914	Lowell Normal
		Grace Hill	1900	Salem Normal
		Cynthia E. Flint	1911	Bridgewater Normal
	BRADLEE	III, IV I, II I-III	Cecilia A. Derrah	1911
Ruby S. Copeland			1910	Frankingham Normal
Carrie R. French			1911	†Salem Normal
I-III I-IV V-IX		Helen W. Battles	1886	Punchard Free School
		Emma L. Ward	1907	†Oberlin College
		Emily F. Carleton	1901	Johnson High School
I-IV V-IX I-IV		Bernice B. Abbott	1912	Lowell Normal
		Mildred B. Morris	1914	Salem Normal
		Helen R. Roberts	1913	Lowell Normal
NORTH		V-IX I-IV	Mary Bridge	1914
	Edith H. Johnson		**	†Jackson College
	Mabel Brown, Asst.		1912	†Gorham Normal
	I-IX I-IX	Ella S. Morrill	1912	Frankingham Normal
		Edith H. Johnson	1913	†Jackson College
		Hallie M. Stimpson	1914	Bridgewater Normal
	Drawing, 2 days Man. Tr., 2 days Music, 2 days	Mabel I. Brigham	1913	Mass. Normal Art.
		Daisy I. Barrett	1914	Mass. Normal Art
		Winfield W. Lunt	1912	Mt. Holyoke College
	Physical Tr., 2 da. Domestic Science	Ruth B. Mitchell	1912	Music Course, Lowell Normal
Pauline A. Meyer		1914	Sargent School	
Helen J. Brown		1911	Prvt. Inst. with Miss M. Parloa	
Elizabeth M. Loftus		1911	Simmons College	
		Ruth K. Whiting	1914	

† Attended without graduating

\*\* Transferred

o Substitute

# PRIZE AWARDS

## 1914

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### PUNCHARD SCHOOL

The Barnard prizes for excellence in composition and oral delivery:

First, twenty dollars, Arthur R. Lewis, '14.

Second, twelve dollars, Katherine A. Berry, '14.

Third, eight dollars, Hester E. Newman, '14.

The Goldsmith prizes offered by the Alumni Association for excellence in speaking:

Girls' prize, five dollars, Ada Brewster, '15.

Boys' prize, five dollars, Eldred W. Larkin, '16.

The M. E. Gutterson Botanical prizes:

First, five dollars, Delia M. Belisle, '18.

Second, three dollars, Howard G. Whitten, '18.

The prizes for excellence in first-year Latin:

First, five dollars, Dorothy B. Cutler, '17.

Second, three dollars, William R. Brewster, '17.

The prize for broad and helpful influence:

Ten dollars, Arthur R. Lewis, '15.

The Parker Memorial prize to the athlete who has won his "P" twice, and stood highest among the athletes in scholarship:  
Joseph A. Robinson, '15.

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### LINCOLN SPELLING MATCH PRIZES

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#### GENERAL PRIZES

First, Charlotte Keith, Stowe School.

Second, Mae Noyes, West Centre School.

Third, Fred Cronin, Bradlee School.

## GRADE PRIZES

### HIGH SCHOOL

First, Marion Peck.

Second, Edith Henderson.

### GRADE IX

First, Charlotte Keith, Stowe School.

Second, George Knipe, Stowe School.

### GRADE VIII

First, Jemima Ramsey, Indian Ridge School.

Second, Fred Cronin, Bradlee School.

### GRADE VII

First, Mae Noyes, West Center School.

Second, Helen Conkey, Bradlee School.

### GRADES V AND VI

First, Elizabeth Byrne, Stowe School.

Second, Isabel Hatch, John Dove School.

# FIFTY-FIFTH COMMENCEMENT EXERCISES

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Sunday, June 14, at 4 P.M. Baccalaureate Sermon at Punchard Hall by  
Rev. E. Victor Bigelow.

Wednesday, June 17, at 3.45 P.M. Class Day Exercises on the Punchard  
Lawn.

Thursday, June 18, at 8 P.M. Graduating Exercises at the Town Hall.

Friday, June 19, at 8 P.M. At the Town Hall, Reception to the Graduating  
Class by the Alumni Association.

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## CLASS DAY EXERCISES

June 17, 1914, at 3.45 P.M.

ADDRESS OF WELCOME

Arthur Rand Lewis, Class President

CLASS HISTORY

Elizabeth Carrol Abbot

IVY ADDRESS

Alice Mary O'Connell

CLASS STATISTICS

Doris Evelyn Piper

CLASS GIFTS

Helen Evangeline Knowles

PROPHECY

Hester Elizabeth Newman

CLASS WILL

Marion Bodwell Abbott

ADDRESS TO UNDERGRADUATES

Benjamin Francis Dane

THE CLASS SONG

*Words and Music by Georgianna Lovejoy*

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## GRADUATION EXERCISES

PRAYER

SALUTATORY AND ESSAY — "An Indian Legend."

Georgianna Lovejoy



SCHOOL CHORUS — "Over The Summer Sea"

*Verdi*

ESSAY — "Our Army and Navy a Power for Peace"  
Arthur Rand Lewis

GLEE CLUB — "Sing On"

*Deuza*

ESSAY — "Universal Peace"

Harry Vincent English

PRESENTATION OF CLASS GIFT

ANNOUNCEMENT OF PRIZE WINNERS

SCHOOL CHORUS — "Italia Beloved"

*Donnizetti*

ESSAY AND VALEDICTORY — "Mary Antin"  
Katherine Annette Berry

PRESENTATION OF DIPLOMAS

Mr. Samuel H. Boutwell, Chairman of the Punchard Trustees

CLASS SONG

AMERICA

### CLASS SONG

"Semper Paratus"

Classmates, let us sing of Punchard,  
Which our memory holds so dear,  
Of the changing years' full glory,  
And the parting now so near,  
Memories so keen and pleasant  
Of our work and of our play.  
Dreams unbounded, steps reluctant  
Reach unto their goal to-day.

Changing years shall bring their sorrows  
To eleven struggling hearts.  
Peaceful joys may tint the canvas,  
Rough misfortunes mar its arts.  
Still upon the way we'll wander  
"Ever Ready" e'er our guide,  
'Till within the gleaming Homeland  
We forevermore abide.

### THE CLASS OF 1914

Elizabeth Carrol Abbot  
Marion Bodwell Abbott  
Katherine Annette Berry  
Benjamin Francis Dane  
Harry Vincent English

Helen Evangeline Knowles  
Arthur Rand Lewis  
Georgianna Lovejoy  
Elizabeth Hester Newman  
Alice Mary O'Connell

Doris Evelyn Piper

## CLASS OFFICERS

President, ARTHUR RAND LEWIS

Vice-President, KATHERINE ANNETTE BERRY

Secretary and Treasurer, BENJAMIN FRANCIS DANE

## GRAMMAR SCHOOL GRADUATING EXERCISES

Punchard Hall, June 18, 1914

3.30 P.M.

MARCH — "The Spirit of the U. S. A."  
Myrtle Clukey*Ellis*

## INVOCATION

Rev. F. A. Wilson

CHORUS — "Estudiantina"

School

*Lacome*

GRAFONOLA — "Caprice Viennois"

*Kreisler*

CHORUS — "Annie Laurie"

School

*Lady Jane Scott*

## ADDRESS

Dr. Claude M. Fuess

CHORUS — Twenty-third Psalm

School

## PRESENTATION OF CERTIFICATES

Mr. Henry A. Bodwell

CHORUS — "Lovely Appear"

School

*Gounod*

# LIST OF GRADUATES

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## STOWE SCHOOL

Allen, Norman T.	Larkin, Harold E.
Allicon, Herbert F.	Lavery, Henry J.
Allicon, Leo E.	Leslie, Vera
Adams, Francis F.	Lombard, Gertrude L.
Bigelow, Hardwick D.	Lundgren, Amy I.
Brown, Harry R.	McKee, William J.
Burt, Jennie M.	Moorehead, Singleton P.
Byrnes, James	Nelson, Egon B.
Blomquist, Ejner G.	Perez, Frank
Cole, Ralph K.	Piper, Irving O.
Coutts, Jessie A.	Brady, Helena
Comeau, Arthur F.	Cashan, Henrietta
Carlton, Edward W.	Cole, Dorothy
Dalton, Charles F.	Johnson, Muriel A.
English, Raymond E.	Holt, Charlotte S.
Evans, Dorothy E.	Cutler, Dorothy M.
Fallon, Gwendolyn	Knight, Lollie M.
Feeney, J. Byron	Palmer, S. Marinda
Franklin, Irene E.	Robinson, Doris
Frederickson, Elizabeth B.	O'Connell, Florence C.
Haddon, George G.	Selden, Edward G.
Harnedy, John J.	Shattuck, Isabel L.
Hart, Leo A.	Smith, William B.
Hatch, William G.	Sleath, Ruth E.
Higgins, Loring A.	Stack, Esther E.
Hibbert, Samuel	Wade, Agatha R.
Hill, Herbert W.	Welch, Alice
Hurley, Elizabeth A.	White, Winthrop K.
Keith, Charlotte B.	Symonds, George F.
Knipe, George M.	Wetterberg, Ellen C.
Ladd, Bertha J.	Markey, George

Sellars, Ann P.

## BRADLEE SCHOOL

Clukey, Myrtle M.	Parker, Ruth E.
Coates, Alice F.	Scott, Beatrice M.
Conkey, Louis Guy	Stark, Gertrude E.
Cronin, William P.	Trow, Mary V.
Kibbee, Hattie B.	Walker, Harold B.

Schneider, Florence P.

## WEST CENTRE SCHOOL

Philip S. Peterson

## BAILEY SCHOOL

Henderson, Harold H.	Golden, William
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## NORTH SCHOOL

Crowley, James	Pike, Bertha A.
Tisbaert, William	Soutar, Florence A.
Webster, Raymond K.	

TOWN OF ANDOVER

MASSACHUSETTS

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ANNUAL REPORT

OF

THE SCHOOL COMMITTEE

FOR THE YEAR

1915

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Andover, Mass.  
THE ANDOVER PRESS  
1916



## SCHOOL COMMITTEE

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HENRY A. BODWELL, *Chairman* Term expires 1918  
31 Morton Street

GEORGE A. CHRISTIE, *Secretary* Term expires 1917  
62 Elm Street

JOHN C. ANGUS Term expires 1918  
119 Main Street

BARTLETT H. HAYES Term expires 1918  
Phillips Street

MRS. LILIAN BREWSTER Term expires 1917  
2 Judson Road

ALFRED E. STEARNS Term expires 1917  
6 Chapel Avenue

FREDERIC G. MOORE Term expires 1916  
6 Chestnut Street

PHILIP F. RIPLEY Term expires 1916  
7 Abbot Street

THOMAS E. RHODES Term expires 1916  
64 Chestnut Street

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### *Superintendent of Schools*

J. FRANCIS ALLISON 31 Washington Avenue

### *Clerk*

GEORGIANNA LOVEJOY 21 Lovejoy Road

## GENERAL COMMITTEES

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### *Financial and Advisory*

FREDERIC G. MOORE

GEORGE A. CHRISTIE

HENRY A. BODWELL

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### *Teachers*

JOHN C. ANGUS

ALFRED E. STEARNS

PHILIP F. RIPLEY

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### *Books and Supplies*

ALFRED E. STEARNS

FREDERIC G. MOORE

BARTLETT H. HAYES

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### *Repairs*

HENRY A. BODWELL

FREDERIC G. MOORE

BARTLETT H. HAYES

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### *Cornell Scholarships, Phillips Academy*

PHILIP F. RIPLEY

ALFRED E. STEARNS

THOMAS E. RHODES

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### *Cornell Scholarships, Abbot Academy*

FREDERIC G. MOORE

JOHN C. ANGUS

MRS. LILIAN BREWSTER

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## DISTRICT COMMITTEES

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### *Punchard High School*

HENRY A. BODWELL

THOMAS E. RHODES

JOHN C. ANGUS

### *Stowe, John Dove, and Samuel C. Jackson Schools*

FREDERIC G. MOORE

GEORGE A. CHRISTIE

MRS. LILIAN BREWSTER

### *Indian Kidge, Bradlee, and Richardson Schools*

PHILIP F. RIPLEY

ALFRED E. STEARNS

BARTLETT H. HAYES

### *West Centre, North, Bailey, and Osgood Schools*

THOMAS E. RHODES

PHILIP F. RIPLEY

GEORGE A. CHRISTIE



# LIST OF TEACHERS

## PUNCHARD SCHOOL

NAME	ADDRESS
Nathan C. Hamblin, Principal	101 Chestnut Street
<i>Latin</i>	
<i>Science</i>	
Eugene V. Lovely	141 Main Street
<i>Business</i>	
Edna G. Chapin	105 Chestnut Street
Lois J. Reed	48 Elm Street
<i>History</i>	
Elizabeth M. Loftus	105 Chestnut Street
<i>Domestic Science</i>	
Ruth K. Whiting	2 Chestnut Street
<i>Mathematics</i>	
Percival M. Symonds	33 Chestnut Street
<i>English</i>	
Mary L. Smith	79 Chestnut Street
<i>French and German</i>	
Helen DeM. Dunn	2 Chestnut Street

## STOWE SCHOOL

IX	James H. Morss, <i>Prin.</i>	75 Chestnut St.
VIII	Eleanor N. Irving	12 Florence St.
VII	Bernice B. Abbott	288 Andover St., Lawrence
VII	Bernice G. Stimpson	23 Bartlet St.
VI	Eliza Spaulding	30 Chestnut St.
VI	Carolyn A. Dean	104 Main St.

## JOHN DOVE AND SAMUEL C. JACKSON SCHOOLS

V	Anne M. Downes, <i>Prin.</i>	50 Whittier St.
V	Joanna P. Simmons	17 Summer St.
IV	Katherine T. Hannon	47 Whittier St.
IV	Margaret S. Hoyt	10 Florence St.
III	Mae Chase	107 Main St.
III	Frances Hobbs	10 Florence St.
II	Florence I. Abbott	Upland Rd.
I	Adele H. Duval	53 Elm St.
I	Florance M. Prevost	67 Bartlet St.

## INDIAN RIDGE SCHOOL

VII, VIII	Etta M. Dodge, <i>Prin.</i>	6 Wolcott Ave.
V, VI	Helen E. Hartford	75 Park St.
IV, V	Sara G. Cummings	17 Summer St.
II, III	Lena M. Clark	10 Florence St.
I, II	Jessie P. Brown	18 Maple Ave.

## BRADLEE SCHOOL

VII, VIII	Grace Hill, <i>Prin.</i>	67 Bartlet St.
V, VI	Cynthia E. Flint	30 Maple Ave.
IV, V	Cecilia A. Derrah	26 Summer St.
II, III	Rubina S. Copeland	Ballard Vale, Mass.
I, II	Edith H. Johnson	20 Salem St.

## RICHARDSON SCHOOL

I-III	Helen W. Battles, <i>Prin.</i>	31 Lowell St.
IV-VI	Emma L. Ward	Lowell St.

## WEST CENTRE SCHOOL

V-VIII	Emily F. Carleton, <i>Prin.</i>	"Hillside", Shawsheen Rd.
I-IV	Mildred B. Morris	Lowell St.

## NORTH SCHOOL

V-IX	M. Eilene Powers, <i>Prin.</i>	Andover, R. F. D. 1
I-IV	Helen K. Hardy	Andover, R. F. D. 1

## BAILEY SCHOOL

I-IX	Ella S. Morrill	Argilla Rd.
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## OSGOOD SCHOOL

I-IX	Hallie M. Stimpson	Andover, R. F. D. 1
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## JANITORS

Punchard, Stowe, John Dove and Samuel C. Jackson Schools,	Herbert L. White, Reservation Rd.
Indian Ridge School,	James A. Eaton, 19 Cuba St.
Bradlee School,	James McGhie, Ballard Vale
Richardson School,	William McEwan, Haverhill St.
West Centre School,	Granville K. Cutler, Lowell St.
North School,	John Crowley, R.F.D. 1
Bailey School,	Alfred Melanson, R.F.D. 1, Lowell, Mass.
Osgood School,	George Spickler, R.F.D. 1

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## COMMITTEE MEETINGS

The first Tuesday of each month, except July and August, at 7.30 P.M., in the School Committee Rooms, Town Hall.

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## SUPERINTENDENT'S OFFICE HOURS

8-8.30 A.M.; 4-5 P.M., on school days.

7-7.30 P.M., Tuesdays, Fridays.

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## NO-SCHOOL SIGNAL

The no-school signal is given by means of the fire alarm bell and whistle. When the signal 3-3-3 is heard at 7.15 o'clock in the morning, there will be no session of the Punchard School. When the signal is given at 8 A.M. there will be no session of the grades below the high school in the forenoon, and when it is sounded at 12.30 P.M., these grades will have no session in the afternoon. Should the same signal be heard at 8.30 A.M. or at 1 P.M., there will be no session of the first three grades.

# FINANCIAL STATEMENT

## GENERAL EXPENSES

### School Committee:

Clerk, Telephone, School Report, etc.	\$ 702 99	
	<hr/>	\$ 702 99

### Superintendent:

Salary, Attendance Officer	\$ 2196 92	
Office and Miscellaneous	140 54	
	<hr/>	\$ 2337 46

## EXPENSES OF INSTRUCTION

### Supervisors

Salaries	\$ 1483 17	
Carriage hire	69 50	
	<hr/>	1552 67

### Teachers

High School	\$ 5033 16	
Elementary	21955 47	
	<hr/>	26988 63

### Textbooks

High School	\$ 511 51	
Elementary	1120 96	

### Supplies

High School	565 59	
Elementary	732 22	
	<hr/>	2930 28

## EXPENSES OF OPERATION

Janitors	\$ 2711 64	
	<hr/>	2711 64

Fuel	\$ 2422 96	
	<hr/>	2422 96

### Miscellaneous

High School	\$ 262 51	
Elementary	682 13	
	<hr/>	944 64

## MAINTENANCE

Repairs, etc.		
High School	\$ 188 93	
Elementary	2041 01	
	<u>          </u>	2229 94

## AUXILIARY AGENCIES

Health, School Physician	\$ 190 00	
	<u>          </u>	190 00
Transportation	\$ 2463 84	
	<u>          </u>	2463 84

## MISCELLANEOUS EXPENSES

Tuition, Essex County Training School		
Truants	\$ 109 43	
Industrial School	74 12	
	<u>          </u>	183 55
Sundries	\$ 155 53	
	<u>          </u>	155 53

## OUTLAYS

Alterations and New Equipment	\$ 842 67	
	<u>          </u>	842 67
		<u>          </u>
		\$46656 80

## SUMMARY OF RECEIPTS AND EXPENDITURES

## SCHOOLS

Appropriation	\$46700 00	
Received from tuition	425 50	
Miscellaneous Receipts	250 83	
Total expenditures		\$46656 80
Balance unexpended		719 53
	<u>          </u>	<u>          </u>
	\$47,376 33	\$47,376 33

## HIGH SCHOOL PLANS

Appropriation	\$250 52	
Total expenditure		\$246 95
Balance unexpended		3 57
	<u>          </u>	<u>          </u>
	\$250 52	250 52

# REPORT OF SUPERINTENDENT OF SCHOOLS

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*To the School Committee:*

MADAM AND GENTLEMEN: I submit herewith my second annual report, the twenty-sixth in the series of superintendent's reports. It will, as usual, contain much that has been touched upon in the regular monthly reports.

## TEACHERS

Andover is to be congratulated upon the excellence of its teaching force. Only five of the teachers now in service are new to the town this year, a much smaller number than usual. Of the forty-six teachers now in service, twenty-six have been in service for three years or more, and have been granted tenure of office, as required by the State law.

This greater permanency of the teaching force works to the advantage of our schools, and may be accounted for by two factors,—pleasant conditions of service, and reasonable compensation. Yet it will be conceded that the salaries paid our teachers are not high when one takes into consideration that the teacher must pay from six to seven dollars a week for board in addition to the cost of clothing, travelling, assessments, and incidental expenses.

## ATTENDANCE

The attendance for the school year ending in June, 1915, although higher than the State average, suffered somewhat from the prevalence of several contagious diseases. During the fall term of the present school year good weather and the absence of any serious illness have given an unusually high percentage. In this connection the list of banner winners found among the statistical tables will be of interest.

The enrolment for the present year showed a net increase in September of fifty-one, making a total enrolment for all the schools of 1254. This will be further increased by pupils who have come into town since the opening of the schools in September. The greatest increase was in the high school, where 228

pupils were enrolled,— forty-three more than during the previous year. At the Samuel C. Jackson school, the number entering first grade became normal again, making two first-grade rooms necessary.

### SCHOOL HOURS

The regular school day is one of five hours. At the opening of the fall term this was reduced for children of the first and second grades to four hours, and for the third grade to four and one-half hours. Teachers in these grades are on duty, however, for the full time, and are instructed to use the time for individual help for children who for any reason are backward in their work.

The purpose of this shortening of the school day is to give the smaller children less confinement and greater opportunity for outdoor play. It is wholly foreign to the nature of small children to sit still for any great length of time, and there can be no question of the physical benefit to them of the shorter hours. Experience shows, also, that they accomplish as much or even more than with the longer day. Some children are attending the public schools this year who would be sent to private schools under former conditions.

### TEXTBOOKS

Following out the general plan of uniformity of textbooks for the various schools, the new edition of Frye's Geographies has been extended to all the grades; the Aldine Language books to grades three to six; Prince's Grammar and the O'Shea-Eichman Composition to grades seven and eight.

### COURSE OF STUDY

Uniform textbooks have made it possible to arrange the course of study with reference to the books used, and to lay out the work in most subjects by terms as a standard for the teacher's guidance.

In the high school, teachers, principal, and superintendent are working together to prepare a course which will show something of the detail of work covered in each department, in place of the mere list of subjects previously available.



## PENMANSHIP

Palmer penmanship, while it does not make good writers of all, has improved the writing of the schools in general, and has made superior writers of many. Its particular virtue lies in the fact that it teaches a business movement which is both rapid and easy. The appeal to the children made by the system of rewards offered for excellence secures on the part of many an individual effort which leads to remarkable results even as early as the fifth grade. The following table shows the awards made by the Palmer Company:

<i>Palmer Buttons</i>							
Grade	IV	V	VI	VII	VIII	IX	Total
	22	35	44	55	38	31	255
<i>Progress Pins</i>							
		13	8	35	14	21	91
<i>Improvement Certificates</i>							
			2	8	3	2	15
<i>Final Certificates</i>							
			1	5	3	2	11

## IMPROVEMENT OF SCHOOL GROUNDS

A few years ago, at the request of the Andover Village Improvement Society, plans for the improvement of the school grounds were made by students of the Massachusetts Agricultural College. Lack of funds has prevented the carrying out of these plans to any great extent, but a beginning has been made this year through the aid of the Society and a small appropriation by the School Committee. Maple trees have been set at the sides of the Bradlee School lawn, and Boston ivy about the walls of both the Bradlee and Indian Ridge schools. Hydrangeas set in the circle in front of the Stowe school found conditions unfavorable, and new shrubs will have to be set another year.

## SCHOOL SAVINGS SYSTEM

The school savings system is doing an excellent work among the children, and is a practical method of teaching thrift as now required by State law. The system was first established June 12,

1912, since which time there has been deposited in the Andover Savings Bank a total of \$8383.37 not including the deposits made since the last report in October. Following is the report as made to the Bank Commissioner for the year ending October 30, 1915:

Number of schools in which the system was in operation	11
Number of rooms in which the system was in operation	34
Number of enrolled pupils in such schools	1187
Number of enrolled depositors in such schools	696
Number of deposits received during the year ending October 30, 1915	4426
Amount of such deposits	\$1726.26
Number of withdrawals (not including amounts transferred to Savings Bank pass books) from Nov. 1, 1914, to Oct. 30, 1915	81
Amount of such withdrawals	\$113.21
Amount of deposits transferred from school savings to Savings Bank pass books from Nov. 1, 1914, to Oct. 30, 1915, inclusive	\$1715.07

#### STENOGRAPHY AND TYPEWRITING

Among the different forms of industrial work carried on in our schools, the training in typewriting and stenography deserves special mention. These two subjects are taught in the last two years of the high school course, and the practical value of the course is shown by the fact that there is a steady demand for our graduates, often exceeding the supply. Gregg shorthand and the touch method of typewriting are taught. Eight machines are in almost constant use in the typewriting department, and this year, for the first time, we were able to give the necessary supervision for the practice. In stenography the minimum requirement is 100 words per minute, and the present senior class is already taking 125 or more.

#### NINTH GRADE

There seems to be no good reason why the ninth grade, which for several years has been in process of gradual abolition should not be dropped entirely from our school system at the end of the present year. There is little in the work of that year which

has not been taken up in preceding years, and the principal purpose of the grade seems to be to afford an opportunity for those who are not sufficiently mature or who have not done satisfactory work in the eighth grade to meet the requirements for admission to high school without suffering in their pride by repeating a grade. In many cases it has resulted in curtailing the opportunity for high school education of many who could have entered the high school a year earlier had not the ninth grade been a part of the system.

If the ninth grade were to be continued, an additional teacher would be needed at the Stowe school, as there will be two full rooms of sixth, seventh, and eighth grade pupils, requiring the full time of the six teachers in that building.

The experience of last year showed that the percentage of failures among the eighth grade pupils promoted to the high school was slightly less than among the ninth grade pupils promoted. The dropping of the ninth grade would also greatly aid the rural schools. In view of these facts it seems best to give up the ninth grade entirely, and employ the additional teacher in the high school where her services will be badly needed to take care of the larger numbers which are sure to be found there.

### PUNCHARD HIGH SCHOOL

The enrolment at the high school has exceeded predictions, reaching 228 at the opening of the fall term. In order to accommodate this number it became necessary to transfer the physical laboratory to the Jackson school building,— an arrangement that is undesirable from the standpoint of both the high school and the primary grades which occupy this building. How soon the room will be needed for the primary grades is uncertain, but that it will again be needed is almost a certainty.

Physical training in the high school was given up because of lack of room to conduct the exercises.

Next year the enrolment will exceed 250, and even with the present accommodations it seems probable that we shall have to resort to the two-session plan, one group coming in the morning and the other in the afternoon. Besides being hard on the teachers this plan is undesirable because the shorter hours at

school will necessitate home work, which is generally very hard to get. It will also be to the disadvantage of the afternoon group because this part of the day is not so conducive to active work as the morning, and because of the late hour at which pupils living at a distance will be obliged to return home.

With the increase of pupils the unfavorable conditions of light and sanitation have become worse, and the building affords a fire hazard which is, in my opinion, a serious menace to the pupils.

Whatever solution of the building problem may be reached, the need of larger and better accommodations is both immediate and imperative.

### SPECIAL REPORTS

Your attention is respectfully called to the reports of the high school principal, school physician, and attendance officer, which will be found elsewhere in this report. The suggestion of the school physician concerning the employment of a school nurse is especially worthy of consideration. The improvement in the health of the children and the increased attendance which would result would make it well worth while. Perhaps equally important is the suggestion regarding dental inspection. The fact that the condition of the teeth vitally affects the health is too well known to require argument. The only serious objection is that of cost. Things worth while cannot be had for nothing, and it is simply a question of how far the town should do what the individual neglects to do.

#### *Music*

"The aim of this department is to create in the pupils a love for good music, and the ability to read music readily, thus making the way clear for intelligent song interpretation. The ability to read at sight has increased rapidly, and more work has been done than in the previous year. Teachers have co-operated heartily with the supervisor, making the results of the year's work most satisfactory."

#### *Drawing*

"An important aim of the work in drawing is to broaden the pupil's outlook, and enable him to see the beauty of line,

color and form which surrounds him in every-day life."

### *Physical Training*

"The results which physical training aims to accomplish are Health,—or a proper activity of mind and body; Grace,—implying the proper carriage of the body and control of the muscles; Strength and Endurance,—by which the health and structure of the body is guarded; Development of the Will and Character,—through obedience, precision, self-reliance and self-control.

"A gymnasium is necessary for the successful teaching of this subject in the new high school."

### *Manual Training*

"The aim of manual training is not to make mechanics, but to develop the boy's ability to think for himself, to gain skill of hand, appreciate what is good in design, plan work independently and use materials economically; also to reach the boy whom other subjects have failed to interest and through manual work increase his interest in other lines of study.

"The sharpening and care of tools has been added to the work previously done in this department.

"Mechanical drawing and a limited amount of metal work are recommended."

### *Domestic Science*

"The work in this department has closely followed the lines of last year, the sewing being confined to the grades and the cooking to the high school. The need of a room with sewing tables and a sewing machine has been greatly felt.

"It has been necessary to limit the work in cooking to the Freshman and Sophomore classes in the high school, and to omit most of the study of theory on account of the increased size of the school."

## NO SCHOOL SIGNAL

There are times when it is unwise to allow children to expose themselves to storms and the danger of wet feet and garments and for this reason a no-school signal was established. Its use has seemed to lead many to assume that the schools will be closed even for slight storms, and the superintendent has been



kept busy from six to nine o'clock in the morning answering telephone calls to know if there will be school that day. If the reply is not satisfactory he has even been subjected to personal abuse for his lack of sense and good judgment, the inquirer carefully concealing his identity by refusing to give his name.

Now the superintendent frankly confesses that he is not an infallible weather prophet, and that at six or seven o'clock in the morning he cannot always tell what the weather will be for the day. But he does wish it understood that it costs the town two hundred forty dollars or more every school day, whether the schools are running or not, and that this money and the opportunity to learn which it pays for, should not be lightly thrown away. Children are expected to be prepared for ordinary storms, and the no-school signal will be given only when, in his judgment, the superintendent deems the storm likely to be such that a large number of children would suffer from exposure to it. In individual cases it must be left to the judgment of the parent whether to send the child or not.

#### CONCLUSION

It would scarcely seem fitting to close this report without some acknowledgment of the uniform courtesy and cooperation of the school committee and teachers, and of the appreciative and helpful attitude of the citizens of the town generally where their schools are concerned. It is things like these that make one forget the petty trials and discouragements which are inevitable in any calling, and aid us to fight onward with renewed courage toward the vision of greater helpfulness for the public schools of the future.

Respectfully submitted,

J. FRANCIS ALLISON,

*Superintendent of Schools*

## TRUSTEES OF PUNCHARD FREE SCHOOL

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SAMUEL H. BOUTWELL      REV. CHARLES W. HENRY  
MYRON E. GUTTERSON      HARRY H. NOYES  
REV. NEWMAN MATTHEWS      HARRY M. EAMES  
REV. E. VICTOR BIGELOW      FRANK T. CARLTON

*President*, SAMUEL H. BOUTWELL

*Clerk and Treasurer*, HARRY H. NOYES

### *Visiting Committee*

MYRON E. GUTTERSON      REV. E. VICTOR BIGELOW  
REV. NEWMAN MATTHEWS

### *Finance Committee*

HARRY H. NOYES      SAMUEL H. BOUTWELL  
HARRY M. EAMES

### *Auditing Committee*

HARRY M. EAMES      FRANK T. CARLTON



## REPORT OF THE PRINCIPAL OF THE PUNCHARD FREE SCHOOL

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*To the Superintendent of Schools and the Trustees of Punchard Free School.*

GENTLEMEN: I have the honor to submit my sixth annual report as principal of the Punchard High School.

### ATTENDANCE

The anticipated increase in attendance became a reality in September. Although it had been thought that it would be necessary to divide the Hall into two study rooms, it was found that by readjustment of the rooms in the Samuel Jackson building, it would be possible to turn over one of them to the use of the High School. During the summer, the apparatus and equipment of the physics laboratory were removed to that room and we are now holding classes in science there each day. Room No. 3 thus made vacant, was equipped with thirty-five desks, a discarded outfit from the grade schools. This arrangement provided two hundred and twenty-two desks in the school. During the first few weeks of the school year, there were times when the actual attendance was in excess of this number. The total membership to date, for the school year, is two hundred and thirty-two. The largest attendance at any one time was two hundred and twenty-five. This number records an excess of one hundred pupils over that for which the building was intended. In my previous reports, I have commented so fully on the crowded conditions that I need only call your attention to the obvious increase in difficulty of administration, which the present numbers bring. Next year it seems certain that there will be a further increase. The present Senior class numbers twenty-three. The entering class is likely to be seventy-five or more. If we continue to use this building, there seems to be but one solution, and that a temporary one, namely, to adopt the two-

session plan and have half the school come in the morning and half in the afternoon. It would be more difficult to make this plan work in Andover than in many other places, as our pupils who come from the western part of the town have very limited train accommodations. As there are representatives of all four classes, it would be hard to make any division of the school which would accommodate them. It should be borne in mind that the difficulties of administration are not limited to finding seating-room for all the pupils. No class can be satisfactorily conducted in such a room as our Hall, and yet it is necessary, at times, to have two classes in that one room at the same time, with other pupils there for study.

### COURSE OF STUDY

There has been almost no change in our general program of studies for the year. The coming of a new teacher to assist in the commercial department has enabled us to give more time to this work especially in typewriting. As this department is sought by more pupils entering the school than formerly, its course of study should be enriched as far as possible and its standard constantly advanced. We have already made excellent progress in this line. In many schools one modern language besides English has been required of all pupils in the commercial department. This I believe to be an excellent plan, not wholly because the acquired language may become practical in a business way, but on account of its excellent influence on the English of the pupil. It is rarely that a scholar excels in English who has not studied at least one foreign language. If the time comes when the size of the school warrants, I should like very much to see Spanish added to our course of study. There can be no doubt that our relations, both commercial and social, with the Spanish-speaking countries, are to become much more intimate.

### TEACHING FORCE

May I call your attention to the crowded programs which our teachers are carrying and the fact that next year several new divisions will have to be planned, particularly in the Senior subjects, as the class of 1917 will probably number fifty? It will

therefore, be necessary to provide two divisions in most of the Senior subjects. A new teacher who can conduct classes in English and Latin will be a necessity next year, if we are to continue our present course of study. May I take this opportunity to ask you to notice that five years ago, when the school numbered less than one hundred pupils, we had seven teachers? Today, with considerably more than twice as many students, we have nine instructors and one of these gives part of her time to the grade work. It does not seem, therefore, that the request for another member on our staff is unreasonable.

The resignation of Miss Davis, who had taught mathematics for four years, made a vacancy difficult to fill. During the summer the trustees elected Mr. Percival Symonds, of Harvard 1915, to that position. Mr. Symonds has not only taught mathematics during the present year, but has conducted two of the English sections of the Freshman class.

To assist Miss Chapin in the commercial work, Miss Lois Reed, who was graduated from the Salem Normal School in June, was elected. She has carried on the work in commercial arithmetic, Sophomore book-keeping, and commercial geography and law.

The new teachers have shown themselves interested in the work of the school, loyal to its ideals, and are valuable to our faculty.

### PUNCTUALITY

We have made a strong effort to increase the punctuality and attendance of the members of the school. This has been, in a measure, successful. It cannot be completely so until every parent feels the same obligation as the teachers themselves to have his child prompt and regular in school attendance. Under the conditions which we have, there are many instances of enforced absence from school, where the help of the pupil is needed at home temporarily. There can be little fault found with the efforts of a boy or girl who works hard at home and in school and who sometimes finds the demands of the former encroaching on those of the latter, but there are still too many instances of indifference on the part of the parents. One doubts the value

of an excuse which says a boy has been out of school for work, when the same boy has been seen spending several of his hours on the streets. It is also a question whether the entire blame for tardiness should be placed on a boy whose parents say they are unable to get him started in time in the morning. I should like to take this opportunity to remind the parents that our aim is a more important one than merely to secure a record for the school of punctuality and good attendance; it is, in fact, to make these traits matters of habit in the equipment of the boy or girl for life.

Respectfully submitted,

N. C. HAMBLIN

# REPORT OF SCHOOL PHYSICIAN

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*To the Superintendent of Schools:*

I herewith present my report for the year ending January 31, 1916.

The year's work has been very satisfactory. There have been no unusual epidemics and the general health of the pupils has been up to the average. Several plans occur to me which, if they could be worked out, would add greatly to the efficiency with which the physical welfare of the children is guarded.

First of these would be a school nurse. If one could be employed, she would find no end of work such as visiting the homes, following up children who are absent because of sickness, looking more closely after conditions of personal cleanliness, etc.

Recently in examining the children in two rooms in one of our school buildings I found that over 30% of these children had evidences of pediculosis capitis. A school nurse could remedy this condition in a few days. Wouldn't that alone be worth while?

A second matter that has been spoken of before, and in fact was at one time established in our schools, is the dental clinic. Many towns have copied Andover's early effort and have established clinics to care for the children's teeth. Couldn't we with the cooperation of some of our local dentists, do as much?

To return to the time-honored subject, I would like to think that during 1916, at least one of the district schools would be fitted up with some kind of window ventilation. There are several varieties which are inexpensive and effective.

In general the sanitary condition of the buildings is good and they are well taken care of.

The eye and ear tests have been done as usual by the teachers with satisfactory results.

I wish to thank the superintendent and teachers for their cooperation.

In my visits to the schools the following conditions have been noted:

## SKIN DISEASES

Pediculosis capitis	54
Eczema	7
Scabies	4
Dermatitis	10
Impetigo	19

## THROAT, NOSE, ETC.

Enlarged tonsils	37
Adenoids	25
Enlarged cervical glands	15
Nasal obstruction	5
Chronic otitis	6

## DEFORMITIES

Chest	7
Spine	3
Extremities	2

## CIRCULATION

Heart disease	3
Anemia	7

## EYES

Conjunctivitis	11
Strabismus	3
Blepharitis	3
Stye	2

## CONTAGIOUS DISEASES

Whooping cough	8
Measles	2
Scarlet fever	1
Chickenpox	5

## GENERAL

Under-nutrition	7
Mentally defective	2

Respectfully submitted,

W. D. WALKER, M.D.

*School Physician*

## REPORT OF ATTENDANCE OFFICER

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*To the Superintendent of Schools:*

I herewith submit the following report for the year 1915.

Number of cases reported	85
Number of cases investigated	82
Number of truants	32
Number of absences with legal excuse	2
Number absent because of sickness	19
Number absent for lack of clothing	5
Number absent to help at home	16
Number absent for other insufficient reasons	5
Number of cases prosecuted	3
Number working without certificate	2
Number over fourteen reported and investigated	6

Respectfully submitted,

JAMES NAPIER

*Attendance Officer*





# APPENDIX

# SCHOOL CALENDAR

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1916

## WINTER TERM — EIGHT WEEKS

January 3,	Second term begins
February 22, Tuesday	Washington's Birthday, Holiday
February 25, Friday	Second term ends

## RECESS — ONE WEEK

## SPRING TERM — EIGHT WEEKS

March 6, Monday	Third term begins
March 31, Friday, 7.30 P.M.	Lincoln Spelling Contest
April 14, Friday	Barnard Prize Speaking
April 19, Wednesday	Patriots' Day, Holiday
April 28, Friday	Third term ends

## RECESS — ONE WEEK

## SUMMER TERM — SEVEN WEEKS

May 8, Monday	Fourth term begins
May 30— Tuesday	Memorial Day, Holiday
June 22, Thursday, 3.30 P.M.	Grammar School Graduation
June 22, Thursday, 8.00 P.M.	High School Graduation
June 23, Friday	Fourth term ends

## VACATION — ELEVEN WEEKS

## FALL TERM — FIFTEEN WEEKS

September 11, Monday	First term begins
October 12, Thursday	Columbus Day, Holiday
November 23, Thursday	Thanksgiving Day, Holiday
November 24, Friday	Special Holiday
December 8, Friday, 7.45 P.M.	Goldsmith Prize Speaking
December 22, Friday	First term ends

## RECESS — ONE WEEK

1917

## WINTER TERM — EIGHT WEEKS

January 1, Monday	Second term begins
February 22, Thursday	Washington's Birthday, Holiday
February 23, Friday	Second term ends

## RECESS — ONE WEEK

## SPRING TERM — EIGHT WEEKS

March 5, Monday	Third term begins
March 23, Friday, 7.30 P.M.	Lincoln Spelling Contest
April 13, Friday, 7.45 P.M.	Barnard Prize Speaking
April 19, Thursday	Patriots' Day, Holiday
April 27, Friday	Third term ends

## RECESS — ONE WEEK

## SUMMER TERM — SEVEN WEEKS

May 7, Monday	Fourth term begins
May 30, Wednesday	Memorial Day, Holiday
June 20, Wednesday, 3.45 P.M.	Class Day Exercises
June 21, Thursday, 3.30 P.M.	Grammar School Graduation
June 21, Thursday, 8.00 P.M.	High School Graduation
June 22, Friday	Fourth term ends

## STATISTICS

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Population, 1915	7975
Children between five and seven years, Sept. 1, 1915	
Boys 107 Girls 80 Total	187
Children between seven and fourteen years	
Boys 423 Girls 478 Total	901
Children between fourteen and sixteen years	
Boys 79 Girls 68 Total	147
Valuation of Andover, 1915	\$8,803,295 00
Valuation of schoolhouses and lots	143,225 00
Estimated value of books and apparatus	13,000 00
Tax rate per \$1000 valuation	19 00
Total cost for support of schools, including salaries paid by Punchard Trustees	49,921 80
Net cost to town for support of schools	45,875 01
Amount per \$1000 valuation raised by taxation and expended for the support of schools	5 21
Net cost per pupil for support of schools	36 58
Number of school buildings	11
Number of teachers: *High school 9; grades 33; Total	42
*Number of special teachers	4
Salaries of grade teachers, not including principals:	
Minimum	\$500 00
Maximum	650 00
Present average	601 85
Salaries of women teachers in high school:	
Minimum	600 00
Maximum	850 00
Present average	745 00
Number graduated from grammar grades in 1915	84
Number entering Punchard High School	77
School bank savings for 1915	\$1726 26
*The domestic science teacher, included with high school teachers, divides her time between regular and special subjects, and gives two half-days to the grades.	

## RANK IN ATTENDANCE — 1915-1916

Rank	School	Grade	Teacher	Attendance
1	Bradlee	IV, V	Cecilia A. Derrah	98.75
2	Richardson	I-III	Helen W. Battles, Prin	97.3
3	Bradlee	VIII	Grace Hill, Prin.	97.16
4	Richardson	IV-VI	Emma L. Ward	97.18
5	Bradlee	II-III	Rubina S. Copeland	96.8
6	Bradlee	VI, VII	Cynthia E. Flint	95.96
7	Punchard	High	Nathan C. Hamblin, Prin.	95.94
8	Stowe	VI	Eliza Spaulding	95.5
9	Stowe	IX	James H. Morss, Prin.	95.4
10	John Dove	IV	Katherine Hannon	95.3
11	Bradlee	I, II	Carrie French	95.28
12	John Dove	IV	Margaret S. Hoyt	94.9
13	Stowe	VI	Carolyn A. Dean	94.8
14	North	V-VIII	Margaret C. Kimball	94.1
15	Stowe	VII	Eleanor N. Irving	94.0
16	John Dove	V	Anne M. Downes, Prin.	94
17	John Dove	V	Joanna P. Simmons	93.9
18	Stowe	VIII	Bernice B. Abbott	93.89
19	Indian Ridge	V, VI	Helen E. Hartford	93.84
20	John Dove	III	Frances Hobbs	93.5
21	Indian Ridge	II, III	Lena M. Clark	93.3
22	John Dove	III	Neal Chase	93.2
23	Bailey	I-VIII	Ella S. Morrill	93.1
24	West Centre	V-VIII	Emily F. Carleton, Prin.	93
25	West Centre	I-IV	Mildred B. Morris	92.8
26	Indian Ridge	IV, V	Sara G. Cummings	92.7
27	S. C. Jackson	II	Florence I. Abbott	92
28	Indian Ridge	VII, VIII	Etta M. Dodge, Prin.	91.8
29	Stowe	VII	Bernice G. Stimpson	91.5
30	Indian Ridge	I, II	Gertrude Farrington	91.48
31	S. C. Jackson	II	Adele H. Duval	91.47
21	S. C. Jackson	I	Florance M. Prevost	91.4
33	North	I-IV	Edith H. Johnson	90.3
34	Osgood	I-VIII	Hallie M. Stimpson	85.3

### BY SCHOOLS

Rank	School	Attendance
1	Richardson	97.2
2	Bradlee	96.8
3	Punchard	96
4	Stowe	94.5
5	John Dove and S. C. Jackson	94.3
6	Bailey	93.1
7	West Centre	93
8	Indian Ridge	92.6
9	North	92.2
10	Osgood	85.3
	Average for all schools	93.67

## ATTENDANCE BANNER WINNERS

Month	Teacher	School	Percentage
January	Cecilia A. Derrah	Bradlee	99.
February	Cecilia A. Derrah	Bradlee	99.7
March	Helen W. Battles	Richardson	98.6
April	Cecilia A. Derrah	Bradlee	97.6
May	Cecilia A. Derrah	Bradlee	99.3
June	Helen W. Battles	Richardson	100
September	Cecilia A. Derrah	Bradlee	99.3
October	Helen W. Battles	Richardson	99.7
November	Emma L. Ward	Richardson	99.7
December	Sara G. Cummings	Indian Ridge	97.9



# ATTENDANCE STATISTICS — 1914-1915

SCHOOL	GRADE	ENROLLMENT							Total membership	Average membership	Average attendance	Per cent of Attendance	Half days absence	Tardiness	Dismissals	Length of school in months and days	Visits by parents and patrons	Visits by Superintendent	Visits by school committee	Visits by school physician
		Boys	Girls	Total	5 to 7 years	7 to 14 years	14 to 16 years	Over 15 years												
Punchard	. . . . .	93	103	196	23	18	101	72	197	183.5	176.1	96	1431	778	298	9-6	29	42	2	1
Stowe	. . . . .	18	14	32	31	6	13	1	32	31.28	29.94	95.44	483	40	31	9-4 1/2	24	43	2	
	. . . . .	22	15	37	33	7	6		37	34.4	32.1	93.8	999	91	32	9-5	28	25		
	. . . . .	18	23	41	38	2	7	1	41	35	32.9	94	770	87	18	9-5	26	28		
	. . . . .	15	25	40	33				40	38.7	35.5	91.5	1076	62	31	9-5	24	23		
	. . . . .	21	19	40	20	19	1		40	37.8	36.1	95.5	734	170	62	9-5	78	20		
	. . . . .	23	18	41	40				42	39.7	37.7	94.9	1560	46	31	9-5	31	23		
John Dove	. . . . .	13	24	37	37	32	3		38	34.75	31.94	93.97	753	52	26	9-5	39	18		2
	. . . . .	15	20	35	32	3			36	34.75	32.7	93.88	794	54	45	9-5	35	19		
	. . . . .	21	16	37	36	1			38	37.4	35.1	94.9	874	53	8	9-5	31	18		
	. . . . .	19	19	38	36	1			40	36.9	35.2	95.3	568	70	21	9-5	32	28		
	. . . . .	17	20	37	36	1			41	35.7	33.4	93.5	1632	29	9	9-5	42	23		
	. . . . .	16	18	34	34				36	32.2	30	93.2	828	27	17	9-5	47	25		
S. C. Jackson	. . . . .	16	13	29	12	13	16		32	26.5	24.4	92	748	20	17	9-5	37	22		
	. . . . .	15	14	29	12	17			33	25.21	23.14	91.47	796	47	27	9-5	63	24		
	. . . . .	19	24	43	35	8			48	39.2	34.8	91.4	1221	59	15	9-5	69	30		1
Indian Ridge	. . . . .	7	17	24	24				24	19.8	18.2	91.8	604	4	11	9-5	10	11		1
	. . . . .	16	18	34	34				34	30.92	29.07	93.84	262	16	5	9-4	15	14		1
	. . . . .	15	21	36	36				38	33.9	31.4	92.7	408	12	6	9-5	11	27		1
	. . . . .	18	12	30	1				33	27.5	25.3	93.3	705	29	4	9-5	11	18		
	. . . . .	13	11	24	16				33	27.85	25.44	91.48	842	31	22	9-7	19	28		
Bradlee	. . . . .	8	17	25	14				25	23.7	23	97.2	236	32	22	9-1	13	22		1
	. . . . .	12	17	29	27			1	31	28.1	27	95.96	372	32	22	9-1	17	30		2
	. . . . .	18	12	30	30				30	28.45	28.09	98.75	135	17	3	9-1	5	27		4
	. . . . .	14	16	30	29				32	28.12	27.21	96.79	402	27	12	9-1	8	30		1
	. . . . .	15	18	33	14				36	31.6	30.1	95.28	550	73	8	9-1	11	26		3
Richardson	. . . . .	15	15	27	19				27	22.8	22.2	97.2	322	14	4	9-5	99	18		2
	. . . . .	13	19	32	8				35	25.73	23.91	92.83	646	55	3	9-5	91	15		4
West Centre	. . . . .	14	12	26	24				26	23	21.5	93	566	31	4	9-10	10	16		3
	. . . . .	11	8	19	5				24	18.6	16.8	90.3	684	79	2	9-4 1/2	14	19		2
North	. . . . .	8	7	15	14				15	14.9	14	94	342	108	18	9-5	18	3		1
	. . . . .	11	22	33	7				33	32.4	30.4	93.1	702	80	17	9-10	67	15		3
Bailey	. . . . .	12	13	25	2				29	23	20.4	85.3	969	58	19	9-4	5	17		3
Osgood	. . . . .																			
Totals	. . . . .	592	661	1253	107	863	208	75	1269	1171.22	1105.18	93.67	23976	1617	664	9-4	1084	789	41	24

# TEACHERS

JANUARY 1, 1915—JANUARY 1, 1916

SCHOOL	GRADE	NAME	First Election	Resig- nation	EDUCATION
PUNCHARD	Principal—Latin Science	Nathan C. Hamblin	1910		*Harvard University
	English	Eugene V. Lovely	1911		Bates College
	Mathematics	Mary L. Smith	1914		Smith College
	Business	{ Caroline M. Davis	1911	1915	Wellesley College
		{ Percival M. Symonds	1915		Harvard University
	French and German History	{ Edna G. Chapin	1906		Smith College
		{ Lois J. Reed, Asst.	1915		Salem Normal
		{ Helen DeM. Dunn	1914		Radcliffe College
	Domestic Science	Elizabeth M. Loftus	1911		Tufts College
	Principal—IX	Ruth K. Whiting	1914		Simmons College
STOWE	VIII	James H. Morss	1911		Boston University
	VII	Eleanor N. Irving	1912		Framingham Normal
	VII	Bernice G. Stimpson	1913		Gorham Normal
	VI	Bernice B. Abbott	1912		Lowell Normal
	VI	Carolyn A. Dean	1892		Punchard High School
	Principal—V	Eliza Spaulding	1913		Lowell Normal
		Annie M. Downes	1898		Symonds High School
	V	Joanna P. Simmons	1912		Higgins Classical Institute
	IV	Katherine T. Hannon	1906		Lowell Normal
	IV	Margaret S. Hoyt	1910		Plymouth (N. H.) Normal
JOHN DOVE AND SAMUEL C. JACKSON	III	Frances Hobbs	1911		Nashua Training School
	III	Mac Chase	1913		Amesbury High School
	II	Florence I. Abbott	1893		Salem Normal
	(II) I	Adele H. Duval	1898		Winona (Minn.) Normal
	I	Florance M. Prevost	1898		Wheelock K'gt n Tr. School
	Special	Jessie P. Brown	1914	**	Brandon Training Class

INDIAN RIDGE	Prin.—VII, VIII V, VI IV, V II, III I, II	{ Etta M. Dodge Helen E. Hartford Sara G. Cummings Lena M. Clark Gertrude Farrington Jessie P. Brown Grace Hill Cynthia E. Flint Cecilia A. Derrah Ruby S. Copeland Carrie R. French Edith H. Johnson Helen W. Battles Emma L. Ward Emily F. Carleton Mildred B. Morris Mary Bridge J. L. Williams Margaret C. Kimball M. Eilene Powers Edith H. Johnson Helen K. Hardy Ella S. Morrill Hallie M. Stimpson	1909 1913 1914 1910 1914 1914 1900 1911 1911 1910 1911 1913 1886 1907 1901 1914 1914 1915		Concord (N. H.) High School Lowell Normal Bridgewater Normal Plymouth (N. H.) Normal Lowell Normal Brandon Training Class Salem Normal Bridgewater Normal Salem Normal Framingham Normal *Salem Normal *Jackson College Punchard High School *Oberlin College Johnson High School Salem Normal Salem Normal Bates College Salem Normal Fitchburg Normal *Jackson College *Jackson College Framingham Normal Bridgewater Normal
BRADLEE	Prin.—VIII, IX VI, VII IV, V III, IV I, II	{ Pauline A. Meyer Daisy I. Barrett Winfield W. Lunt William B. Hazelton Ruth K. Whiting Helen J. Brown Vivian Taylor	1914 1914 1912 1915 1914 1911 1915	1915	Lowell Normal Mass. Normal Art.
RICHARDSON	Prin. I, II, III IV, V, VI Prin. IV, VIII I-IV		1915		Cornell Summer School Simmons College Sargent School Sargent School
WEST CENTRE					
NORTH	Prin. V-VIII V-IX I-IV		1915	**	
BAILEY OSGOOD	Prin. I-IX Prin. I-IX		1915 1912 1914		
SUPERVISORS AND SPECIAL	Music Drawing Manual Training Domestic Science Physical Training				

\* Attended without graduating

\*\* Transferred

# PRIZE AWARDS

1915

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## PUNCHARD SCHOOL

The Barnard Prizes for excellence in composition and oral delivery:

First, twenty dollars, Eldred W. Larkin, '16.

Second, twelve dollars, Gertrude Berry, '16.

Third, eight dollars, William Rollins Brewster, '17.

The Goldsmith Prizes offered by the Alumni Association for excellence in speaking:

Girls' prize, five dollars, Marion Emma Matthews, '19.

Boys' prize, five dollars, Herbert Warren Holt, '17.

The M. E. Gutterson botanical prizes:

First, five dollars, George G. Brown, '17.

Second, three dollars, Everett J. Hatch, '17.

The prizes for excellence in first-year Latin:

First, five dollars, Ruth E. Parker, '18.

Second, three dollars, Emery J. Trott, '18.

The Parker Memorial Prize to the member of the senior class who has won his "P" twice, and has stood highest among the athletes in scholarship:

Ten dollars, Joseph A. Robinson.

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## LINCOLN SPELLING MATCH PRIZES

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### GENERAL PRIZES

First, Katherine Lavery, Stowe School.

Second, Ruth Abbott, Punchard School.

Third, Anna Brady, Stowe School.

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## GRADE PRIZES

### HIGH SCHOOL

First, Ruth Abbott.

Second, Edith Henderson.

### GRADE IX

First, Katherine Lavery, Stowe School.

Second, Anna Brady, Stowe School.

### GRADE VIII

First, Sophie Aranoff, Indian Ridge School.

Second, Helen Conkey, Bradlee School.

### GRADE VII

First, Jennie Low, Indian Ridge School.

Second, Phoebe Noyes, West Center School.

### GRADE VI

First, Margaret Lombard, Stowe School.

Second, Elizabeth Leary, Stowe School.

## FIFTY-SIXTH COMMENCEMENT EXERCISES

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Wednesday, June 16, at 3.30 P.M. Punchard Class Day Exercises on the lawn.  
Thursday, June 17, 3.30 P.M. Grammar School Graduation at Punchard Hall.  
Thursday, June 17, at 8.00 P.M. Punchard Graduation Exercises at the Town Hall.  
Friday, June 18, at 8.00 P.M. Alumni Reception to the Graduating Class at the Town Hall.

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### CLASS DAY EXERCISES

ADDRESS OF WELCOME

John Leo Dugan, Class President

CLASS HISTORY

Howard Lincoln Cates

CLASS STATISTICS

Margaret Allison

CLASS GIFTS

Olive Lovejoy Hardy

CLASS PROPHECY

Ada Brewster

CLASS WILL

Beatrice Nina Poland

THE CLASS SONG

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### GRADUATION EXERCISES

SCHOOL CHORUS — The Two Grenadiers

*Schumann*

PRAYER

Rev. C. W. Henry

SALUTATORY AND ESSAY — One Woman's Work

Myrtle Trommer Dumont

ESSAY — Developing the Filipino

John Leo Dugan

SCHOOL CHORUS — Wanderer's Night Song

*Rubenstein*

ESSAY — Our National Defense

Joseph Augustine Robinson

PRESENTATION OF CLASS GIFT

John Leo Dugan, President of the Class

PRESENTATION OF PRIZES

Superintendent J. F. Allison

ESSAY AND VALEDICTORY — The American Red Cross in Europe

Mary Louise Zecchini

SCHOOL CHORUS — When the Foeman Bares His Steel

*Sullivan*

PRESENTATION OF DIPLOMAS

Mr. Henry A. Bodwell, Chairman of the School Committee

THE CLASS SONG

## CLASS SONG

O Punchard, fair Punchard, another class soars  
 From halls of thy learning and knowledge-clasped doors.  
 Though grief, pain, and sorrow our footsteps pursue,  
 May pleasure and gladness and joy follow too.  
 The heights of success we all hope to attain,  
 And "to be what we seem to be" take as our aim.  
 In whate'er we attempt and whatever we do  
 May we ever be ready, firm, faithful, and true.

Now fifteen brave pilots launch their boats to-day,  
 And steer for the homeland o'er "life's fitful way".  
 And when we drop anchor at the port of our aim  
 May we all recollect days of dear Punchard fame.  
 Though the waves may roll high and our star seems to fade,  
 A strong helping hand will be stretched out to aid.  
 And "Esse quam videri" our motto shall be  
 From now on and ever, through eternity.

*Mary Louise Zecchini, '15*

## THE CLASS OF 1915

Margaret Allison	Olive Lovejoy Hardy
Ada Brewster	Wilson Knipe
Howard Lincoln Cates	Mary Elizabeth Madden
Albert Everett Curtis	Cornelius James Murnane
Marguerite Mary Donovan	Beatrice Nina Poland
John Leo Dugan	Joseph Augustine Robinson
Myrtle Trommer Dumont	Fred Porter Sampson

Mary Louise Zecchini

## CLASS OFFICERS

President, JOHN LEO DUGAN

Vice-President, MARY LOUISE ZECCHINI

Secretary and Treasurer, BEATRICE NINA POLAND

## GRAMMAR SCHOOL GRADUATION EXERCISES

Punchard Hall, June 17, 1915

3.30 P.M.

MARCH—"Repasz Band March"

*Sweeley*

Miss Meyer

INVOCATION

Rev. W. E. Lombard

CHORUS—"The Fairy Revel"

*Sullivan*

School

ADDRESS

Rev. Charles W. Henry

CHORUS—"Venetian Song"

*Tosti*

School

PRESENTATION OF CERTIFICATES

Mr. Henry A. Bodwell

CHORUS—"To Thee, O Country"

*Eichberg*

School

Accompaniments by Emily Walker



# GRAMMAR SCHOOL GRADUATES

## STOWE SCHOOL

Alley, Frank S.  
Batchelor, Helen  
Berry, Caroline M.  
Brady, Anna T.  
Brewster, James  
Brown, William  
Buchan, Charles E.  
Bushnell, Mary R.  
Coates, George  
Cussen, Cornelius  
Daley, Leo F.  
Darling, Albert  
Donald, Helen G.  
Donaldson, Robert D.  
Donovan, Gertrude  
Doyle, Edward  
Drew, Austin  
Dugan, Agnes  
Dunnells, Howard  
Dyke, Chalmers  
Farrell, Henry W.  
Fletcher, Morton W.  
Garside, Edna  
Hamblin, Dow  
Higgins, Helen C.  
Hill, Marion  
Hume, James  
Hurwitch, Susie

Irvine, James V.  
Johnson, Lillian M.  
Keane, Helen  
Kennelly, Mary  
Knowles, Russel  
Larkin, Florence  
Lavery, Catherine A.  
Leary, John H.  
Lindsay, William  
Livingstone, Harold S.  
Lovell, Dorothy  
McIntosh, Gordon  
McNally, Stephen F.  
Muldowney, Joseph A.  
Murphy, Mary A.  
Nelligan, John  
Peck, Marjorie  
Platt, George  
Prescott, Grace L.  
Ramsay, Jemima  
Rich, Catherine L.  
Simmons, Mary  
Sleath, Dorothy  
Spencer, Hugh H.  
Swenson, Arthur S.  
Temple, George P.  
Wade, Windsor  
Walker, Emily

Walker, Ethel M.

## BRADLEE

Buck, Hazel G.  
Buckley, Beatrice  
Caffrey, Thomas  
Cronin, T. Frederick  
Henderson, Alexander  
Marland, Christine E.

Mason, John F.  
Matthews, Marion E.  
Moody, Edwin C., Jr.  
Platt, Viola E.  
Schneider, Marion B.  
Wilkinson, Merle W.

Wrigley, Alice

## INDIAN RIDGE

Aranoff, Sophie

Dallas, Margaret M.

## WEST CENTRE

Buckley, A. Clarence  
Burt, William H.  
Foley, Beatrice T.

Noyes, Mary Louise  
Peterson, Carl O.  
Trauschke, Roland

## NORTH

Bateman, Nathaniel

Soutar, James H.

## OSGOOD

Gilbert, Clarence  
Lovejoy, Eunice C.

Kilburn, Fannie  
Marchand, Leo

TOWN OF ANDOVER  
MASSACHUSETTS

ANNUAL REPORT

OF

THE SCHOOL COMMITTEE

FOR THE YEAR

1916

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ANDOVER, MASS.  
THE ANDOVER PRESS  
1917

Andover, Mass., Feb. 6, 1917

The School Committee voted to adopt the report of the Superintendent as its report for 1916.

G. A. CHRISTIE

*Secretary*

## SCHOOL COMMITTEE

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JOHN C. ANGUS, <i>Chairman</i> 119 Main Street	Term expires 1918
GEORGE A. CHRISTIE, <i>Secretary</i> 62 Elm Street	Term expires 1917
ALFRED E. STEARNS 6 Chapel Avenue	Term expires 1917
MRS. LILIAN BREWSTER Judson Road	Term expires 1917
HENRY A. BODWELL Morton Street	Term expires 1918
BARTLETT H. HAYES Phillips Street	Term expires 1918
FREDERIC G. MOORE 9 Wolcott Avenue	Term expires 1919
MISS MARY B. SMITH Central Street	Term expires 1919
PHILIP F. RIPLEY 7 Abbot Street	Term expires 1919

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### *Superintendent of Schools*

HENRY C. SANBORN  
Telephone: Office 348W; Residence 364M

### *Clerk*

GEORGIANNA LOVEJOY  
21 Lovejoy Road

## GENERAL COMMITTEES

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### *Financial and Advisory*

FREDERIC G. MOORE, *Chairman*                      GEORGE A. CHRISTIE  
JOHN C. ANGUS

### *Teachers*

PHILIP F. RIPLEY, *Chairman*                      ALFRED E. STEARNS  
MISS MARY B. SMITH

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### *Books and Supplies*

GEORGE A. CHRISTIE, *Chairman*                      MRS. LILIAN BREWSTER  
BARTLETT H. HAYES

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### *Repairs*

HENRY A. BODWELL, *Chairman*                      FREDERIC G. MOORE  
JOHN C. ANGUS

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### *Cornell Scholarships, Phillips Academy*

ALFRED E. STEARNS, *Chairman*                      PHILIP F. RIPLEY  
HENRY A. BODWELL

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### *Cornell Scholarships, Abbot Academy*

BARTLETT H. HAYES, *Chairman*                      MRS. LILIAN BREWSTER  
MISS MARY B. SMITH

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## DISTRICT COMMITTEES

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### *Punchard High School*

HENRY A. BODWELL, *Chairman*                      ALFRED E. STEARNS  
FREDERIC G. MOORE

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### *Stowe, John Dove, and Samuel C. Jackson Schools*

FREDERIC G. MOORE, *Chairman*                      MRS. LILIAN BREWSTER  
JOHN C. ANGUS

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### *Indian Ridge, Bradlee, and Richardson Schools*

BARTLETT H. HAYES, *Chairman*                      PHILIP F. RIPLEY  
ALFRED E. STEARNS

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### *West Centre, North, Bailey, and Osgood Schools*

PHILIP F. RIPLEY, *Chairman*                      MISS MARY B. SMITH  
GEORGE A. CHRISTIE

# LIST OF TEACHERS

## PUNCHARD SCHOOL

NAME		RESIDENCE
	<i>Latin</i>	
Nathan C. Hamblin, Principal		101 Chestnut Street
	<i>Science</i>	
Eugene V. Lovely		141 Main Street
	<i>Business</i>	
Edna G. Chapin		105 Chestnut Street
Lois J. Reed		48 Elm Street
	<i>History</i>	
Elizabeth M. Loftus		105 Chestnut Street
	<i>Domestic Science</i>	
Portia Clough		115 Main Street
	<i>Mathematics</i>	
Percival Symonds		33 Chestnut Street
	<i>English</i>	
Mary L. Smith		91 Chestnut Street
Edna Simmons		60 Elm Street
	<i>French and German</i>	
Helen DeM. Dunn		2 Chestnut Street

## STOWE SCHOOL

Prin.	Clara Putnam	4 Avon St.
VII, VIII	Etta M. Dodge	6 Wolcott Ave.
	Eleanor Irving	24 Florence St.
	Bernice Abbott	288 Andover St., Lawrence, Mass.
	Bernice Stimpson	23 Bartlet St.
VI	Carolyn A. Dean	104 Main St.
VI	Cecelia Derrah	26 Summer St.

## JOHN DOVE AND SAMUEL C. JACKSON SCHOOLS

V	Alice S. Coutts	34 Maple Ave.
V	Cynthia Flint	30 Maple Ave.
IV	Katherine T. Hannon	63 High St.
IV	Olive D. Waterhouse	51 Chestnut St., Wakefield, Mass.
III	Elizabeth Otte	123 Main St.
II	E. Mae Chase	107 Main St.
II	Florence Abbott	Upland Rd.
I	Adele H. Duval	53 Elm St.
I	Florance M. Prevost	67 Bartlet St.

## INDIAN RIDGE SCHOOL

V, VI	Helen E. Hartford, <i>Prin.</i>	75 Park St.
IV, V	Sara G. Cummings	75 Park St.
II, III	Florence Dunton	115 Main St.
I, II	Jessie P. Brown	24 Maple Ave.

## BRADLEE SCHOOL

VII, VIII	Grace Hill, <i>Prin.</i>	67 Bartlet St.
V, VI	Blanche Spaulding	30 Chestnut St.
IV, V	I. Marion Boehm	63 Elm St.
II, III	Rubina S. Copeland	107 Main St.
I, II	Edith Johnson	20 Salem St.

## RICHARDSON SCHOOL

I-III	Helen E. Battles, <i>Prin.</i>	31 Lowell St.
IV-VI	Emma L. Ward	Lowell St.

## WEST CENTRE SCHOOL

V-VIII	Emily F. Carleton, <i>Prin.</i>	"Hillside", Shawsheen Rd.
I-IV	Mildred B. Morris	Lowell St.

## NORTH SCHOOL

V-VIII	M. Eilene Powers, <i>Prin.</i>	Andover, R. F. D. 1
I-IV	Helen K. Hardy	Andover, R. F. D. 1

## BAILEY SCHOOL

I-VIII	Ella S. Morrill	Argilla Rd.
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## OSGOOD SCHOOL

I-VIII	Hallie M. Stimpson	Andover, R. F. D. 1
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## SUPERVISORS

<i>Music</i>	Pauline A. Meyer, 228 Bruce St., Lawrence, Mass.
<i>Drawing</i>	Paula Clough, Greenwood, Mass.
<i>Manual Training</i>	William B. Hazleton, 60 Pinckney St., Boston, Mass.
<i>Domestic Science</i>	Portia Clough, 116 Main Street
<i>Physical Training</i>	Vivian Taylor, 75 Tremont St., Lawrence, Mass.

## SCHOOL PHYSICIAN

W. Dacre Walker	121 Main St.
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## SCHOOL NURSE

Grace A. Woodburn	31 Maple Ave.
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## ATTENDANCE OFFICER

James Napier	91 Elm St.
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## JANITORS

Punchard, Stowe, John Dove and Samuel C. Jackson Schools,	Herbert L. White, Reservation Road
Indian Ridge School,	James A. Eaton, 19 Cuba St.
Bradlee School,	James McGhie, Ballardvale
Richardson School,	William McEwan, 19 Haverhill St.
West Centre School,	Granville K. Cutler, Lowell St.
North School,	John Crowley, R.F.D. 1
Bailey School,	William Flint, R.F.D. 1, Lowell, Mass.
Osgood School,	George Spickler, R.F.D. 1

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## COMMITTEE MEETINGS

The first Tuesday of each month, except July and August, at 7.30 p.m., in the School Committee Rooms, Town Hall.

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## SUPERINTENDENT'S OFFICE HOURS

8-8.30 a.m.; 4-5 p.m., on school days.

7-7.30 p.m., Tuesdays, Fridays.

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## NO-SCHOOL SIGNAL

The no-school signal is given by means of the fire alarm bell and whistle. When the signal 3-3-3 is heard at 7.15 o'clock in the morning, there will be no session of the Punchard School. When the signal is given at 8 a.m. there will be no session of the grades below the high school in the forenoon, and when it is sounded at 12.30 p.m., these grades will have no session in the afternoon. Should the same signal be heard at 8.30 a.m. or at 1 p.m., there will be no session of the first three grades.

# FINANCIAL STATEMENT

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## GENERAL EXPENSE

### School Committee:

Clerk, Telephone, School Report	\$ 576.91	\$ 576.91
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### Superintendent:

Salary, Attendance Officer	2,389.16	
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Office and Miscellaneous	152.39	
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2,541.55

## EXPENSE OF INSTRUCTION

### Supervisors:

Salaries	1,479.68	
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Carriage Hire	55.00	
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1,534.68

### Teachers

High School	5,391.48	
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Elementary	22,165.39	
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27,556.87

### Textbooks

High	517.63	
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Elementary	673.29	
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### Supplies

High School and Manual Training	675.16	
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Elementary and Domestic Science	1,323.60	
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3,189.68

## EXPENSES OF OPERATION

Janitors	2,714.39	
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2,714.39

Fuel	3,186.70	
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3,186.70

### Miscellaneous

High School	202.45	
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Elementary	544.64	
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747.09

## MAINTENANCE

Repairs		
High School	53.13	
Elementary	1,071.98	
	<hr/>	1,125.11

## AUXILIARY AGENCIES

Health		
School Physician	265.40	
School Nurse	50.00	
	<hr/>	315.40
Transportation	2,820.96	2,820.96

## MISCELLANEOUS

Tuition		
Essex Co. Training School—Truants	186.18	
Industrial	102.50	
	<hr/>	288.68
Sundries	24.00	24.00

## OUTLAYS

Alterations and New Equipment	869.47	869.47
		<hr/>
		\$47,495.49

## SUMMARY OF RECEIPTS AND EXPENDITURES

## SCHOOLS

Appropriation	\$47,000.00	
Received from Tuition	1,025.71	
Miscellaneous Receipts	293.00	
Lunch Counter	130.15	
	<hr/>	
	48,448.86	
Total Expenditures		47,495.49
Balance unexpended		953.37
	<hr/>	<hr/>
	\$48,448.86	\$48,448.86

# REPORT OF SUPERINTENDENT OF SCHOOLS

*To the School Committee of Andover:*

LADIES AND GENTLEMEN: I have the honor to submit my first annual report, which is the twenty-seventh in the series of similar reports. Inasmuch as my term of service has been short, this report will necessarily be brief. On entering a new field of work, the greater part of the time for the first few months must be spent in becoming familiar with existing circumstances.

## GRADING.

In accordance with your policy the ninth grade has been eliminated, so that now children pass directly from the eighth grade to the High School. In many ways this is desirable and advantageous. It seems to me, however, it should be attended by a still more mature age of admission in the first grade and a greater flexibility in the method of promotions. This flexibility might, perhaps, be brought about in the upper grades through promotions by subjects rather than by years. Such a system would give opportunity both to those maturing more rapidly to advance as they reach the required standard of efficiency in any subject, and to those maturing less rapidly to repeat subjects which with them need more emphasis. Methods involving this principle are being carried on successfully in several places and are well worth our careful consideration.

## REORGANIZATION OF SEVENTH AND EIGHTH GRADES.

It has seemed wise to the Committee to combine the seventh and eighth grades at Indian Ridge with the same grades in the Stowe, and to introduce departmental work with a slight differentiation in the courses offered the eighth grade. This reorganization, involving a great deal of hard work on the part of the principals and teachers, is now going on. The curriculum presents but two new courses. These are Elementary Algebra and Latin, elective in place of Commercial Geography in grade eight. Each class is divided for most of its work into three divisions, which pass from room to room for different recitations. As far as possible, each teacher has been given the work which she prefers. Under such conditions there should be more thorough preparation with more accurate and intensive teaching.

It is generally conceded that the work of the first six grades of the American public schools is excellent and perhaps the very best in existence. Beyond this period there has arisen a very grave doubt as to whether the work of the upper grades in the grammar schools has been conducted economically either from the standpoint of subject matter or method. Consequently there have sprung up throughout the country differentiated courses for the seventh and eighth grades, so that children may be offered a broader range of subject matter, and departmental teaching has been widely introduced to improve methods. At present we believe this early differentiation should not be final for the child. Courses and curricula must be so arranged that on entering the High School the choice of subjects is no more restricted than at present. Beside the advantages mentioned above, this reorganization should bring a closer correlation between the Grammar and High Schools. This correlation should be not only in subjects taught and in methods used, but also in the teachers employed.

Miss Putnam, in her special report on the Stowe School, has very clearly stated the benefits to be derived from the reorganization of the seventh and eighth grades which is taking place, as follows:

"Under this regime the training which every child receives must necessarily be quite different from that which the regular grade system provides. As we are now organized every child comes in contact with all the corps of teachers, each of whom is able to increase her efficiency as an instructor in proportion to the decrease in the number of subjects which she is required to teach." . . .

"The gap between the grammar grades and the High School is acknowledged to be great. Many a boy and girl drifts out into life and the world, failing to adjust himself to the changed conditions when he enters High School. I believe the Junior High School idea has come to bridge this chasm: the 'six-six' year rather than the old 'eight-four' arrangement. The period from twelve to fourteen years is the time when new ideals, new aspirations come into the life of the child. This plan recognizes this."

"The ability to exercise good judgment comes only as a result of training. Under our present plan each child has practically four hours per week, when he must apply himself to study. He is thrown on his own responsibility and is made accountable for what he accomplishes in that time, a sort of training much needed by the American child of to-day. His plan is complete, he follows his daily routine himself, uses his own judgment so far as is deemed expedient to allow him to do, and does his own work."

#### SALARIES.

Perhaps the best appreciation of the teaching force can be expressed in no better way than by urging an immediate increase in salaries. The present faithful, hard-working corps of teachers deserve greater remuneration. Under present conditions, where the purchasing power of the dollar is less and the demands made upon the teachers are more than ever before, a salary increase becomes imperative. A well paid force will bring more contentment, better spirit of service, less change in teachers and consequently better and more efficient teaching.

#### DRAWING.

On account of the change in drawing supervisors, there is no special report from this department. After Miss Barrett's resignation, November 30th, there was no supervisor until January 3rd, when Miss Clough, who was chosen to fill the position, began her work. Miss Clough, a well-trained teacher of several years' experience, has taken hold of the work in a very satisfactory manner. It is hoped that next year more may be done in this department, when the new High School building will furnish more and better accommodations. A good room should be furnished with the best and most modern equipment for drawing. This is a very important department of school work. It should develop an appreciation for the best in art, good taste in color schemes and home decorations. It should furnish, moreover, a means of expression and consequently additional power.

#### RESEARCH TESTS.

"Efficiency" and the "Average Child" are terms so commonly and flippantly used that they are becoming educational bywords. Many maintain that education can not be standardized,



that there is no standard of educational efficiency nor "average child." It may be true that with our present limited resources, it is impossible to measure or standardize the higher educational values; it may be true that very few, if any, of us have seen the "average child." There is, however, in spite of all this a great bulk of subject matter taught in the public schools which admits of being measured by fairly definite standards, and several prominent men are working along this line. The leader among these is Mr. S. A. Courtis, Head of the Department of "Educational Research" in the city of Detroit. His research tests in arithmetic and the standards he has established have given a means of measuring some of the grade work. These tests have been given in all grades above the fourth. The results show that the children of the eighth grade work with a degree of accuracy which is very good, but at a rate of speed somewhat under the standard. The accuracy of the seventh grade is fair, while their speed is still below the standard. The fifth and sixth grades do not reach the required standard in either accuracy or speed. The tests also show that column addition is more difficult for the children of the sixth, seventh, and eighth grades than subtraction, multiplication, or division. It is also true that altogether too few of our children reach a reasonable standard in both speed and accuracy. Similar tests will be given again in June and the results compared with those just obtained. Other tests in spelling and penmanship will be given as time permits and results compared with those that are now considered as standard. This kind of research work should be carried on as far as possible and should give definite information in regard to actual results along the lines where tests may be applied.

#### OTHER SPECIAL WORK.

*Music.* The Supervisor of Music in her report writes very earnestly in regard to music appreciation and periods of assembly in which the whole grammar and primary schools might sing together in single chorus. Under the present limited program she is unable to do this. The following is a quotation from her report:

"It seems to me that the greatest requisite of the music supervisor is more time. Every moment of my schedule is filled



up with regular routine work which must be done—even the noon recess. There is no time for either of these things which I have suggested, and consider so important in the grade work. Neither is there time for the things which are being done in music by most progressive High Schools, and which would be appreciated by many members of Punchard. The music in the Andover schools is generally good, but it can be made of infinitely more value by allowing more time for the supervisor's schedule."

*Physical Training.* "The indoor work has consisted of marching, folk dancing, calisthenics and games. We have been able to vary the work more than usual this year, and with the use of the Victrola for marching, free hand, and wand drills, and folk dancing have stimulated an interest where it has been impossible before. I should like to suggest that every school be supplied with a Victrola, as even in schools where a piano is available it is almost impossible for an instructor to get results while playing and teaching at the same time.

"In November we started making physical examinations in preparation for the opening of a corrective department.

"I should like to suggest that another day at least be given to the physical training teacher, which she may spend wherever she is most needed."

*Domestic Science.* Owing to the temporary absence of Miss Portia Clough, there is no special report in regard to the domestic science and sewing. The work has been continued along the lines of previous years with the addition of a lunch counter in the High School and sewing in the seventh grades at the Stowe. The lunch counter has been conducted efficiently and has been spoken of at some length in Mr. Hamblin's report. The sewing in the seventh grade is the outgrowth of the plan of reorganization of the seventh and eighth grades.

*Manual Training.* The manual training has also been extended to include the seventh grade at the Stowe School. Otherwise the work is not materially changed. Another year when the new High School building is occupied, leaving the old Punchard building, it may be well to develop the manual training department, employing the supervisor for more time and adding some machinery to the equipment.

*School Nurse.* One especially commendable feature has been added to the school department during this school year. Miss Grace A. Woodburn, school nurse, began work when school opened in the fall. She has organized the work in a very efficient way, and has proven to those who are in touch with the situation that the work of school nurse is practically indispensable in a school system as large as that of Andover.

During the fall term the nurse has made 162 home visits; has taken five cases for hospital and special treatment; excluded twenty-five children from school on account of contagious diseases and has given many home and school treatments.

She has also from time to time made investigation and reported on matters of sanitation and ventilation. Doctor Walker, school physician, speaks of the work of the school nurse at some length. Both school physician and nurse speak in their special reports concerning the value of open-air schools. Such schools have been introduced in several towns and cities in the vicinity of Boston, with great success. It is possible that such a system might be taken up and considered in connection with our schools.

#### CONCLUSION.

In conclusion I would say that my work in Andover has been very pleasant. The teachers have greeted me with a cordiality which has been both gratifying and helpful. The committee have shown a uniform interest and extended to me their hearty co-operation. The citizens have been courteous and thoughtful. I herewith express my appreciation of this kind attitude and my sincere hope that our friendship and goodwill may not only continue, but also grow stronger as time passes.

Respectfully submitted,

HENRY C. SANBORN

## TRUSTEES OF PUNCHARD FREE SCHOOL

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SAMUEL H. BOUTWELL	REV. CHARLES W. HENRY
MYRON E. GUTTERSON	HARRY H. NOYES
REV. NEWMAN MATTHEWS	HARRY M. EAMES
REV. E. VICTOR BIGELOW	FRANK T. CARLTON

*President,* SAMUEL H. BOUTWELL

*Clerk and Treasurer,* HARRY H. NOYES

### *Visiting Committee*

MYRON E. GUTTERSON	REV. E. VICTOR BIGELOW
REV. NEWMAN MATTHEWS	

### *Finance Committee*

HARRY H. NOYES	SAMUEL H. BOUTWELL
HARRY M. EAMES	

### *Auditing Committee*

HARRY M. EAMES	FRANK T. CARLTON
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# REPORT OF THE PRINCIPAL OF THE PUNCHARD FREE SCHOOL

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*To the Superintendent of Schools and the Trustees of the Punchard Free School.*

GENTLEMEN: I have the honor to submit my seventh report as Principal of the Punchard High School.

The total registration to date is 246 as compared with 230 a year ago. Last year at this time the membership of the school was 214; to-day it is 231. As we had reached the absolute maximum of accommodation last year, it was necessary to divide the school and have two sessions a day. After careful study, the plan was adopted of having the three upper classes attend from 8.05 to 12 in the morning and the first-year class come from 12.30 to 3.30 in the afternoon. The teachers' hours have been planned so that the work is distributed as nearly evenly as possible.

The arrangement is a makeshift with many obvious disadvantages; as the end of the conditions which have forced it on us is in sight any enumeration of its difficulties would be useless. I wish to express my appreciation of the splendid spirit in which the arrangement has been accepted by teachers, parents, and pupils. Everyone recognized the necessity for it and has made the best of it.

It has, of course, not been a year in which to make educational changes of any considerable consequence. The teaching force is meeting regularly for a thorough study of our problems in order that the school may enter its new building with its aims clearly formulated and its methods better adapted to their fulfillment than ever before. The town has been generous; the school must show its appreciation by an increased effort to achieve its ideals. While it is true that the best equipment in the world cannot make a good school, it is also true that poor equipment can seriously affect good teaching. I believe that we shall see a marked influence on the lives of the pupils arising from the improved conditions under which they are to work.

The school will welcome any gifts from individuals or organizations towards the equipment and adornment of its new rooms. Some of the pupils have started a fund for a new piano, the unusually large senior class is planning an unusually large gift at its graduation. We have the nucleus of a good library, the class of 1916 added an *Encyclopedia Britannica*; further additions will be appreciated. Pictures, special furniture, a new lantern for projection — it's easy to make a list of things which we do not feel like asking for from the public treasury yet which cannot be classed as mere luxuries.

One of the results of the two-session day has been the establishment by the domestic science department of a simple luncheon served *a la carte* each noon in the basement room. From twenty to thirty pupils and teachers have taken advantage of the opportunity to secure a cup of hot soup, a simple entrée, sandwiches, cocoa or a plain dessert at a surprisingly low cost. Satisfaction has been expressed by everyone who has patronized the lunch counter. The average cost per person has been between 10 and 15 cents. We are greatly indebted to the skill and knowledge of our new teacher of Domestic Science, Miss Portia Clough, for the success of the undertaking. It has proved a valuable experience to the girls who have prepared the luncheons.

The election of an additional teacher in the person of Miss Edna Simmons has relieved the English and Latin departments of the necessity of appealing to teachers trained in other lines to assist. Unless the class entering next September is much larger than is now anticipated, we shall be able to start work in the new building with the present corps of instructors.

Respectfully submitted,

N. C. HAMBLIN

## REPORT OF SCHOOL PHYSICIAN

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*To the Superintendent of Schools.*

I herewith present my report for the year ending December 31, 1916.

The most important feature of the work has been the appointment of Miss Woodburn as school nurse in September. I cannot speak too highly of her work and the good she has already accomplished. It seems to me that she has demonstrated the fact that a school nurse is nearly a necessity in a town the size of Andover. The school nurse makes regular and frequent visits to all the schools and keeps close watch over the children. She may also be called upon at any time by teachers.

Doubtful or serious cases are referred to the school physician and the whole work is under his direct supervision. A card index system has been introduced and a record of all physical examinations is kept in such a way as to show the child's condition from year to year during his school life.

The opening of school in the autumn was delayed because of infantile paralysis throughout the state. When school did open a careful examination of all the children was made on the first day. All the physicians of Andover helped in this work. There has been no case of this disease among any of our school children and there has been no serious epidemic. Since September three cases of mumps and one of scarlet fever have been reported.

Many vaccinations have been done during the year and all children in school have been vaccinated or have certificates of exemption.

One thing that is especially noticeable in any inspection of school children is the need that many have for dental care. It is hoped that some practical plan may be suggested that will meet this requirement in our schools.

Some day I hope we may try an open-air schoolroom. It has proved a success in other towns.

I wish to thank all those who have co-operated with me during the year.

Respectfully submitted,

W. DACRE WALKER



## REPORT OF ATTENDANCE OFFICER

---

*To the Superintendent of Schools.*

I hereby submit the following report for the year 1916.

Number of cases reported . . . . .	67
Number of cases investigated . . . . .	65
Number of truants . . . . .	33
Number of absences with legal excuse . . . . .	1
Number absent because of sickness . . . . .	8
Number absent for lack of clothing . . . . .	2
Number absent to help at home . . . . .	15
Number absent for other insufficient reasons . . . . .	3
Number of cases prosecuted . . . . .	1
Number working without certificate . . . . .	2
Number over fourteen reported and investigated . . . . .	2

Respectfully submitted

JAMES NAPIER  
*Attendance Officer*



## APPENDIX

# SCHOOL CALENDAR

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1917

## WINTER TERM — EIGHT WEEKS

January 1, Monday	Second term begins
February 22, Thursday	Washington's Birthday, Holiday
February 23, Friday	Second term ends

## RECESS — ONE WEEK

## SPRING TERM — EIGHT WEEKS

March 5, Monday	Third term begins
April 13, Friday, 7.45 P.M.	Barnard Prize Speaking
April 19, Thursday	Patriots' Day, Holiday
April 27, Friday	Third term ends

## RECESS — ONE WEEK

## SUMMER TERM — SEVEN WEEKS

May 7, Monday	Fourth term begins
May 18, Friday, 7.30 P.M.	Lincoln Spelling Contest
May 30, Wednesday	Memorial Day, Holiday
June 20, Wednesday, 3.45 P.M.	Class Day Exercises
June 21, Thursday, 3.30 P.M.	Grammar School Graduation
June 21, Thursday, 8.00 P.M.	High School Graduation
June 22, Friday	Fourth term ends

## FALL TERM — FIFTEEN WEEKS

September 10, Monday	First term begins
October 12, Thursday	Columbus Day, Holiday
November 29, Thursday	Thanksgiving Day, Holiday
November 30, Friday	Special Holiday
December 14, Friday, 7.45 P.M.	Goldsmith Prize Speaking
December 21, Friday	First term ends

## RECESS — ONE WEEK

1918

## WINTER TERM — EIGHT WEEKS

December 31, Monday	Second term begins
January 1, Tuesday	New Year's Day, Holiday
February 21, Thursday	Second term ends

## RECESS — ONE WEEK

## SPRING TERM — EIGHT WEEKS

March 4, Monday	Third term begins
April 12, Friday, 7.45 P.M.	Barnard Prize Speaking
April 19, Friday	Patriots' Day, Holiday
April 26, Friday	Third term ends

## RECESS — ONE WEEK

## SUMMER TERM — SEVEN WEEKS

May 6, Monday	Fourth term begins
May 17, Friday, 7.30 P.M.	Lincoln Spelling Contest
May 30, Thursday	Memorial Day, Holiday
June 19, Wednesday, 3.45 P.M.	Class Day Exercises
June 20, Thursday, 3.30 P.M.	Grammar School Graduation
June 20, Thursday, 8.00 P.M.	High School Graduation
June 21, Friday	Fourth term ends

## STATISTICS

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Population, 1915					7975
Children between five and seven years, Sept. 1, 1916					
Boys	206	Girls	210	Total	416
Children between seven and fourteen years					
Boys	393	Girls	424	Total	817
Children between fourteen and sixteen years					
Boys	101	Girls	84	Total	185
Valuation of Andover, 1916					\$8,905,388.00
Valuation of schoolhouses and lots					143,225.00
Estimated value of books and apparatus					13,000.00
Tax rate per \$1000 valuation					17.50
Total cost for support of schools, including salaries paid by Punchard Trustees					50,995.49
Net cost to town for support of schools					47,495.49
Amount per \$1000 valuation raised by taxation and expended for the support of schools					5.33
Net cost per pupil for support of schools					40.42
Number of school buildings					11
Number of teachers: *High School 10; grades 33; Total					43
*Number of special teachers					4
Salaries of grade teachers, not including principals:					
Minimum					\$500.00
Maximum					650.00
Present average					611.53
Salaries of women teachers in High School:					
Minimum					600.00
Maximum					850.00
Present average					775.00
Number graduated from grammar grades in 1916					93
Number entering Punchard High School					81
School bank savings for 1916					2,011.99

\*The domestic science teacher, included with high school teachers, gives two half-days to the grades.

## ATTENDANCE BANNER WINNERS

MONTH	TEACHER	SCHOOL	PER- CENTAGE
January	Miss Carleton	West Centre	98.7
February	Miss Brown	Indian Ridge	99.3
March	Miss Ward	Richardson	98.5
April	Mrs. Derrah	Bradlee	99.3
May	Mrs. Derrah	Bradlee	99.8
June	Miss Brown	Indian Ridge	100.00
September	Miss Dodge	Indian Ridge	99.9
October	Miss Ward	Richardson	99.7
November	Miss Copeland	Bradlee	99.9
December	Miss Battles	Richardson	97.9

# TEACHERS

JANUARY 1, 1916 — JANUARY 1, 1917

SCHOOL	GRADE	NAME	First Election	Resignation	EDUCATION
PUNCHARD	Principal—Latin Science English	Nathan C. Hamblin	1910		*Harvard University
		Eugene V. Lovely	1911		Bates College
		Mary L. Smith	1914		Smith College
	Mathematics Business	Edna Simmons	1916		Boston University
		Percival Symonds	1915		Harvard University
		Edna G. Chapin	1906		Smith College
	French and German History	Lois J. Reed, Asst.	1915		Salem Normal
		Helen DeM. Dunn	1914		Radcliffe College
		Elizabeth M. Loftus	1911		Tufts College
	Domestic Science Principal—IX VIII	Ruth K. Whiting	1914	1916	Simmons College
James H. Morss		1911	1916	Boston University	
Clara Putnam		1916			
STOWE	VIII	Eleanor N. Irving	1912		Framingham Normal
		Bernice G. Stimpson	1913		Gorham Normal
		Bernice B. Abbott	1912		Lowell Normal
	VII	Carolyn A. Dean	1892		Punchard High School
		Eliza Spaulding	1913	1916	Lowell Normal
		Cecelia Derrah	1911		Salem Normal
	Principal—V	Anne M. Downes	1898	L've of Ab.	Symonds High School
		Margaret Kimball	1916	1916	Salem Normal
		Alice S. Coutts	1916		Salem Normal
	JOHN DOVE AND SAMUEL C. JACKSON	V	Joanna Simmons	1912	1916
Cynthia Flint			1911		Bridgewater Normal
Katherine T. Hannon			1916		Lowell Normal
IV		Margaret S. Hoyt	1910	1916	Plymouth (N. H.) Normal
		Olive Waterhouse	1916		Salem Normal
		Frances Hobbs	1911	1916	Nashua Training School
III		Elizabeth Otte	1916		St. College, Albany, N. Y.
		E. Mae Chase	1913		Amesbury High School
		Florence I. Abbott	1893		Salem Normal
II		Adele Duval	1898		Winona (Minn.) Normal
	Florance Prevost	1898		Wheelock K'g't'n Tr. School	

INDIAN RIDGE	Prin.—VII, VIII V, VI	Etta M. Dodge	1909	**	Concord (N. H.) High School
	IV, V	Helen E. Hartford	1913		Lowell Normal
	II, III	Sara G. Cummings	1914		Bridgewater Normal
	I, II	Lena Clark	1910	1916	Plymouth (N. H.) Normal
BRADLEE	VIII, VII V, VI	Jessie P. Brown	1914		Brandon Training Class
		Grace Hill	1900	**	Salem Normal
		{ Cynthia E. Flint	1911		Bridgewater Normal
		{ Blanche Spaulding	1916		Lowell Normal
RICHARDSON	IV, V	Cecelia Derrah	1911	**	Salem Normal
	II, III I, II	Marion Boehm	1916		North Adams Normal
	Prin.—I, II, III	Rubina S. Copeland	1910		Framingham Normal
	IV, V, VI	Edith H. Johnson	1913		*Jackson College
WEST CENTRE	Prin.—IV-VIII I-IV	Helen W. Battles	1886		Punchard High School
		Emmie L. Ward	1907		*Oberlin College
	Prin.—V-VIII I-IV	Emily F. Carleton	1901		Johnson High School
		Mildred B. Morris	1914		Salem Normal
NORTH	Prin.—I-IX Prin.—I-IX	M. Eileen Powers	1915		Fitchburg Normal
		Helen K. Hardy	1915		*Jackson College
		Ella S. Morrill	1912		Framingham Normal
		Hallie M. Stimpson	1914		Bridgewater Normal
SUPERVISORS AND SPECIAL	Music	Pauline A. Meyer	1914		Lowell Normal
	Drawing	{ Daisy I. Barrett	1914	1916	Massachusetts Normal Art
		{ Paula Clough	1916		Massachusetts Normal Art
	Manual Training	William B. Hazelton	1915	1916	Cornell Summer School
SPECIAL	Domestic Science	{ Ruth K. Whiting	1914		Simmons College
		{ Portia Clough	1916		Framingham Normal
	Physical Training	Vivian Taylor	1915		Sargent School

\* Attended without graduating

\*\* Transferred



# ATTENDANCE STATISTICS — 1916

SCHOOL	GRADE	ENROLLMENT							Total Membership	Average Membership	Average Attendance	Per cent of Attendance	Rank in Attendance	Tardiness	Dismissals
		Boys	Girls	Total	5 to 7 years	7 to 14 years	14 to 16 years	Over 16 years							
PUNCHARD	High	101	129	230	28	99	103	231	212	201	94.8	19	687	216	
	VIII	16	24	40	33	7		40	35	34	94.97	18	32	37	
	VIII	11	27	38	22	16		38	34	32	94.4	23	27	47	
	VII	25	16	41	37	4		43	38	36	94.6	22	73	33	
	VII	20	19	39	38	1		41	38	37	93.3	22	80	45	
	VI	16	24	40	38	1	1	42	37	35	94.6	20	26	43	
	VI	15	23	38	38			39	35	34	95.5	11	19	30	
	V	23	16	39	39			39	36	34	96.2	7	49	32	
JOHN DOVE	V	14	20	34	33	1		39	35	33	94.2	24	73	22	
	IV	19	14	33	33			37	34	32	95.3	12	65	36	
	IV	16	21	37	36	1		41	36	34	96.	9	62	11	
	III	25	11	36	36			37	34	32	94.1	25	24	4	
S. C. JACKSON	III	14	18	32	32			35	31	29	93.5	26	32	16	
	II	15	25	40	4	36		43	38	35	92.2	27	41	12	
	I	18	16	34	30	4		35	31	28	92.2	28	48	7	
	I	14	17	31	23	8		36	29	27	90.8	30	70	5	
INDIAN RIDGE	VII, VIII	9	13	22	21	1		22	16	15	95.	15	10	9	
	V, VI	19	17	36	33	3		36	29	28	94.9	17	29	29	
	IV, V	14	22	36	36			37	28	27	96.1	8	23	15	
	II, III	17	15	32	2	30		35	28	27	95.	16	16	18	
BRADLEE	I, II	10	9	19	12	7		21	16	15	97.5	3	11	1	
	VII, VIII	12	21	33	26			33	31	29	94.6	21	46	45	
	V, VI	17	13	30	30		7	31	26	25	95.8	10	43	12	
	V, VI	15	13	28	28			31	27	26	97.8	2	16	6	
	III, IV	14	17	31	3	28		40	32	31	96.3	6	43	5	
	I	12	9	21	17	4		25	19	17	91.1	29	39	13	
	IV-VI	15	16	31	30	1		31	28	27	97.8	1	14	30	
	I-III	15	17	32	15			34	31	30	97.4	4	4	4	
WEST CENTRE	V-VIII	9	8	17	13	4		20	17	16	96.8	5	20	6	
	I-IV	12	16	28	8	20		29	25	22	90.3	31	73	5	
NORTH	V-VIII	6	8	14	11	3		15	13	12	88.9	34	144	32	
	I-IV	12	8	20	2	18		23	21	19	89.6	33	119	20	
	I-VIII	12	24	36	2	30	4	37	33	31	95.2	14	52	18	
BAILEY	I-VIII	13	15	28	4	21	3	31	22	20	90.1	32	53	12	
Overland		101	129	230	28	99	103	231	212	201	94.8	19	687	216	

# PRIZE AWARDS

1916

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## PUNCHARD SCHOOL

The Barnard prizes for excellence in composition and oral delivery:

First, twenty dollars, Ruth Elizabeth Abbott, '16.

Second, twelve dollars, Gertrude Wells Berry, '16.

Third, eight dollars, Horace Holbrook Dodge, '17.

The Goldsmith prizes offered by the Alumni Association for excellence in speaking:

Girls' prize, five dollars, Vera Leslie, '18.

Boys' prize, five dollars, William Rollins Brewster, '17.

The M. E. Gutterson botanical prizes:

First, five dollars, Lillian Holt, '18.

Second, three dollars, Ralph Cole, '18.

The prizes for excellence in first-year Latin:

First, five dollars, Marion Matthews, '19.

Second, three dollars, Mary Bushnell, '19.

The Parker Memorial Prize to the member of the senior class who has won his "P" twice, and has stood highest among the athletes in scholarship:

Ten dollars, Eldred Larkin.

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## LINCOLN SPELLING MATCH PRIZES

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### GENERAL PRIZES

First, Margaret Lombard, Stowe School.

Second, Minerva Ramsdell, Stowe School.

Third, Charlotte Keith, Punchard School.

## GRADE PRIZES

## HIGH SCHOOL

First, Charlotte Keith.

Second, Catherine Hickey.

## GRADE VIII

First, Elizabeth Byrnes, Stowe School.

Second, Helen Conkey, Bradlee School.

## GRADE VII

First, Margaret Lombard, Stowe School.

Second, Kathleen Hart, Indian Ridge School.

## GRADE VI

First, Dorothy Stevens, Stowe School.

Second, Minerva Ramsdell, Stowe School.

## GRADE V

First, Margaret Kelly, John Dove School.

Second, Viola Cashman, John Dove School.

# FIFTY-SEVENTH COMMENCEMENT EXERCISES

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Wednesday, June 21, 1916 at 3.30 P. M. Punched Class Day Exercises.

Thursday, June 22, at 2.00 P. M. Grammar School Graduation at Town Hall.

Thursday, June 22, at 8.00 P. M. High School Graduation at Town Hall.

Friday, June 23, at 8.00 P. M. Alumni Reception to the Graduating Class at the Town Hall.

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## CLASS DAY EXERCISES

ADDRESS OF WELCOME

Eldred W. Larkin, *Class President*

CLASS HISTORY

Eldred W. Larkin

CLASS STATISTICS

Delia M. Belisle

CLASS GIFTS

Cora E. Abbott

CLASS PROPHECY

Anna M. Harnedy

CLASS WILL

Joseph W. McNally

THE CLASS SONG

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## GRADUATION EXERCISES

SCHOOL CHORUS—"The Glory of God in Nature"

*Beethoven*

PRAYER

Rev. William E. Lombard

SALUTATORY AND ESSAY—"The Reclamation of the Prisoner"

Ann Strachan Leslie

GLEE CLUB—*a* "Four Leaf Clover"

*Coombs*

*b* "June Rhapsody"

*Daniels*

ESSAY—"A Warwickshire Lad"

Sarah Lavinia Woodhead

SEMI-CHORUS—"Rise, Sleep no More"

*Benedict*

ESSAY—"The American Country Girl"

Ruth Elizabeth Abbott

PRESENTATION OF CLASS GIFT

Eldred Wilson Larkin, President of the Class

PRESENTATION OF PRIZES

ESSAY AND VALEDICTORY—"Fresh Air Schools"

Gertrude Wells Berry

CHORUS—Angelus from "Maritana"

*Wallace*

PRESENTATION OF DIPLOMAS

Rev. E. Victor Bigelow, Trustee of the Punched School

THE CLASS SONG

## CLASS SONG

Here, Classmates, side by side we stand  
 At life's broad open shore,  
 Resolved that '16 noblest be  
 To-day and evermore.  
 In all, both earnest work and play,  
 Uphold the Gold and Blue;  
 Dear Punchard, to thy name always  
 Be loyal, firm, and true.

For thee, fair Alma Mater,  
 And for our classmates all,  
 We'll faithfully strive onward  
 Wherever life may call.  
 Now as we leave thy halls so dear  
 We pledge our love to thee;  
 Within our hearts thy name revere  
 To all eternity.

*Isabelle Stafford Peters*

## THE CLASS OF 1916

Cora Elizabeth Abbott  
 Ruth Elizabeth Abbott  
 Delia Maud Belisle  
 Gertrude Wells Berry  
 Augustine Edwin Brown  
 Madeline Marguerite Fitzgerald  
 Anna Margaret Harnedy  
 Catherine Louise Hickey  
 Agnes Blanche Higgins  
 Eldred Wilson Larkin  
 Walter Scott Lawson

Ann Strachan Leslie  
 Lillian Marguerite McCarthy  
 Pearl Marguerite McCollum  
 Joseph William McNally  
 John Dufton Noyes  
 Isabelle Stafford Peters  
 Gladys Elisabeth Ralph  
 William Joseph Riley  
 Jenny Roseline Wetterberg  
 Pauline Frances Wood  
 Sarah Levina Woodhead

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President, ELDRED WILSON LARKIN

Vice-President, GERTRUDE WELLS BERRY

Secretary and Treasurer, AUGUSTINE EDWIN BROWN

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## GRAMMAR SCHOOL GRADUATION EXERCISES

Town Hall, June 22, 1916

2.00 P.M.

MARCH

Miss Meyer

CHORUS—"America the Beautiful"

School

*Kendall*

## PRAYER

Rev. F. R. Shipman

CHORUS—"Garden By The Sea"

*Beethoven*

School

## ADDRESS

Dr. A. E. Stearns

CHORUS—"To the Hermit Thrush"

*Tosti*

School

## PRESENTATION OF CERTIFICATES

Mr. J. C. Angus

CHORUS—"On Venice Waters"

*Roeder*

School

Accompaniments by Ruth Cates

## LIST OF GRADUATES

## STOWE SCHOOL

Adams, Mary Rita  
 Baldwin, Charlotte Josephine  
 Barrett, Mary Agnes E.  
 Byrne, Elizabeth J.  
 Cates, Ruth  
 Chandler, Eric B.  
 Coleman, Ralph Dennett  
 Crosby, Rita Amelia  
 Cutler, Howard McKeen  
 Dalton, William John  
 Dimlick, Albert Henry  
 Dodge, Adelaide M.  
 Fallon, Joseph  
 Fogg, Florence M.  
 Fogg, Ruth G.  
 French, Edward James  
 Gilbert, Louise A.  
 Goff, Beatrice L.  
 Haddon, Jessie Ann  
 Haddon, Margaret S.  
 Harnedy, William A.  
 Harris, Alfred R.  
 Hurley, Mary C.  
 Keefe, Anna C.  
 Larkin, Grace Lillie  
 Leary, Mary Rita  
 Leonard, Helen Mary  
 Lewis, Helen  
 Lovell, Herbert

Manning, Albert Langille  
 McKennan, Hilda May  
 McLeish, Sarah Christy  
 McCrorey, Elizabeth  
 Mura, Agnes E.  
 Murphy, Mae E.  
 Murphy, Mary K.  
 Otis, Herbert M.  
 Partridge, Robert M.  
 Payne, Harry R.  
 Peirce, Mary  
 Price, Kenneth G.  
 Robertson, Mary F.  
 Scott, William H.  
 Sharp, Ruth Evelyn  
 Shaw, May Josephine  
 Smith, Jessie C.  
 Soper, Esther  
 Stack, Margaret A. R.  
 Sweeney, Edith E.  
 Sullivan, James  
 Traynor, Joseph  
 Walker, Albert A.  
 Watson, Mary Frances  
 Welch, Frank  
 Wetterberg, Carl  
 White, Marion B.  
 Woodhead, Jessie Edna  
 Zalla, Eugene A.

Zecchini, Charles

## INDIAN RIDGE

Brown, Etta E.  
Hart, Mary C.  
Livingston, Marjorie H.

Low, Jennie W.  
O'Hare, John  
Sutcliffe, Helen G.

Winters, Mary E.

## BRADLEE SCHOOL

Abbott, Florence May  
Biggar, Ralph Hofmann  
Clinton, Joseph Anthony  
Conkey, Helen Brewster  
Cronin, Margaret Veronica  
Kayley, Alice Gertrude  
Marland, Sarah Dorothy

Mason, Helen Boyd  
Miller, Arlene Rosamond  
Shattuck, Leota Rosamond  
Stevenson, Joseph Harold  
Stevenson, Virley Clinton  
Wells, Hattie Helena  
Windle, Sarah Augusta

## WEST CENTRE SCHOOL

Buckley, Fred Thomas  
Carter, Richard Philip

Davis, Lena Carrie  
Dooley, Frank Aloysius

Noyes, Phoebe Elizabeth

## NORTH SCHOOL

Farley, Helen Marion

Lydon, William

Silva, Helen

## BAILEY SCHOOL

Boutwell, Esther Wyman

Boyle, Rena Mary  
Boyle, William Patrick

## OSGOOD SCHOOL

Kilburn, Ruth Marion

Kress, Irene Winnifred  
Lovejoy, Joseph Thompson



TOWN OF ANDOVER  
MASSACHUSETTS

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ANNUAL REPORT

OF

THE SCHOOL COMMITTEE

FOR THE YEAR

1917

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ANDOVER, MASS.  
THE ANDOVER PRESS  
1918

Andover, Mass., Feb. 5, 1918

The School Committee voted to adopt the report of the Superintendent as its report for 1917.

G. A. CHRISTIE

*Secretary*

## SCHOOL COMMITTEE

---

FREDERIC G. MOORE, <i>Chairman</i>	Term expires 1919
9 Wolcott Avenue	
JOHN C. ANGUS	Term expires 1918
118 Main Street	
HENRY A. BODWELL	Term expires 1918
31 Morton Street	
EVERETT HILTON	Term expires 1918
67 High Street	
MISS MARY B. SMITH	Term expires 1919
47 Central Street	
PHILIP F. RIPLEY	Term expires 1919
7 Abbot Street	
GEORGE A. CHRISTIE, <i>Secretary</i>	Term expires 1920
115 Chestnut Street	
ALFRED E. STEARNS	Term expires 1920
6 Chapel Avenue	
DR. E. C. CONROY	Term expires 1920
28 Essex Street	

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### *Superintendent of Schools*

HENRY C. SANBORN 5 Locke Street  
Telephone: Office 348W; Residence 364M

### *Clerk*

GEORGIANNA LOVEJOY 21 Lovejoy Road

## GENERAL COMMITTEES

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### *Financial and Advisory*

JOHN C. ANGUS, *Chairman*

GEORGE A. CHRISTIE

FREDERIC G. MOORE

### *Teachers*

PHILIP F. RIPLEY, *Chairman*

MISS MARY B. SMITH

ALFRED E. STEARNS

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### *Buildings, Grounds, and Equipment*

HENRY A. BODWELL, *Chairman*

DR. E. C. CONROY

EVERETT HILTON

# LIST OF TEACHERS

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## PUNCHARD SCHOOL

NAME		RESIDENCE
	<i>Latin</i>	
Nathan C. Hamblin, Principal		117 Chestnut Street
	<i>Science</i>	
Eugene V. Lovely		Lupine Road
	<i>Business</i>	
Nathalie B. Upton		
	<i>History</i>	
Elizabeth M. Loftus		Chestnut Street
	<i>Domestic Science</i>	
Portia Clough		115 Main Street
	<i>Mathematics</i>	
Sarah B. Codding		29 Bartlet Street
	<i>English</i>	
Mary L. Smith		105 Chestnut Street
Edna W. Simmons		60 Elm Street
	<i>French and German</i>	
Helen DeM. Dunn		60 Elm Street

## STOWE SCHOOL

Prin.	Clara Putnam	4 Avon St.
VII, VIII	Etta M. Dodge	6 Wolcott Ave.
	Pauline Coppinger	24 Florence St.
	Bernice Abbott	288 Andover St., Lawrence, Mass.
	Bernice Stimpson	23 Bartlet St.
VI	Carolyn A. Dean	104 Main St.
VI	Cecelia Derrah	26 Summer St.

## JOHN DOVE AND SAMUEL C. JACKSON SCHOOLS

V	Anne M. Downes, <i>Prin.</i>	107 Main St.
V	Alice S. Coutts	34 Maple Ave.
IV	Katherine T. Hannon	63 High St.
III	Olive D. Waterhouse	51 Chestnut St., Wakefield, Mass.

III	Edith Johnson	20 Salem St.
II	E. Mae Chase	107 Main St.
II	Florence Abbott	Upland Rd.
I	Adele H. Duval	53 Elm St.
I	Florance M. Prevost	67 Bartlet St.

## INDIAN RIDGE SCHOOL

V, VI	Helen E. Hartford, <i>Prin.</i>	107 Main St.
IV, V	Eilene Powers	134 Main St.
II, III	Florence Dunton	115 Main St.
I, II	Jessie P. Brown	24 Maple Ave.

## BRADLEE SCHOOL

VI, VII	Grace Hill, <i>Prin.</i>	67 Bartlet St.
IV, V	Blanche Spaulding	Ballardvale
III, II	Anna Nelson	Ballardvale
I	Rubina Copeland	107 Main St.

## RICHARDSON SCHOOL

I-III	Helen E. Battles, <i>Prin.</i>	31 Lowell St.
IV-VI	Emma L. Ward	Lowell St.

## WEST CENTRE SCHOOL

V-VIII	Emily F. Carleton, <i>Prin.</i>	North Andover, R. F. D.
I-IV	Mildred B. Morris	Lowell St.

## NORTH SCHOOL

V-VIII	Genevieve McNally, <i>Prin.</i>	No. Main St.
I'IV	Louise Magoon	134 Main St.

## BAILEY SCHOOL

I-VIII	Ella S. Morrill	89 Chestnut St.
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## OSGOOD SCHOOL

I-VIII	Hallie M. Stimpson	23 Bartlet St.
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## SUPERVISORS

<i>Music</i>	Pauline A. Meyer, 228 Bruce St., Lawrence, Mass.
<i>Drawing</i>	Paula Clough, Greenwood, Mass.
<i>Manual Training</i>	William B. Hazleton, 60 Pinckney St., Boston, Mass.
<i>Domestic Science</i>	Portia Clough, 115 Main Street
<i>Physical Training</i>	Vivian Taylor, 75 Tremont St., Lawrence, Mass.

## SCHOOL PHYSICIAN

W. Dacre Walker	121 Main Street
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## SCHOOL NURSE

Hazel MacCullough	61 Elm Street
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## ATTENDANCE OFFICER

William Frye	9 Bartlet Street
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## JANITORS

Punchard	William McEwan, 19 Haverhill St.
Stowe, John Dove, and Samuel C. Jackson Schools	Herbert L. White, Reservation Road
	Patrick Driscoll, Essex St.
Indian Ridge School	James A. Eaton, 19 Cuba St.
Bradlee School	James McGhie, Ballardvale
Richardson School	William McEwan, 19 Haverhill St.
West Centre School	Granville K. Cutler, Lowell St.
North School,	John Crowley, R.F.D 1
Bailey School,	William Flint, R. F. D. 1, Lowell, Mass.
Osgood School	George Spickler, R.F.D. 1

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## COMMITTEE MEETINGS

The first Tuesday of each month, except July and August, at 7.30 p.m., in the School Committee Rooms, Punchard High School.

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## SUPERINTENDENT'S OFFICE HOURS

8-8.30 a.m.; 4-5 p.m., on school days.  
7-7.30 p.m., Tuesdays, Fridays.

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## NO-SCHOOL SIGNAL

The no-school signal is given by means of the fire alarm bell and whistle. When the signal 3-3-3 is heard at 7.15 o'clock in the morning, there will be no session of the Punchard School. When the signal is given at 8 a.m. there will be no session of the grades below the high school in the forenoon, and when it is sounded at 12.30 p.m., these grades will have no session in the afternoon. Should the same signal be heard at 8.30 a.m., or at 1 p.m., there will be no session of the first three grades.



# FINANCIAL STATEMENT

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## GENERAL EXPENSES

### School Committee:

Clerk, Telephone, School Report	\$ 710.21	\$ 710.21
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### Superintendent:

Salary, Attendance Officer	2,494.09	
Office and Miscellaneous	129.02	
		2,623.11

## EXPENSES OF INSTRUCTION

### Supervisors:

Salaries	2,422.32	
Carriage Hire	124.66	
		2,546.98

### Teachers:

High School	6,405.62	
Elementary	22,746.04	
		29,151.66

### Textbooks:

High	503.66	
Elementary	444.13	
		947.79

### Supplies:

High School and Manual Training	1,132.91	
Elementary and Domestic Science	1,038.05	
		2,170.96

## EXPENSES OF OPERATION

Janitors	3,210.32	3,210.32
Fuel	3,855.76	3,855.76
Miscellaneous		
High	356.43	
Elementary	492.79	
		849.22

## MAINTENANCE

Repairs	2438.16	2438.16
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## AUXILIARY AGENCIES

Health		
School Physician	237.60	
School Nurse	100.00	
		337.60
Transportation	2,990.91	2,990.91

## MISCELLANEOUS

Tuition	260.34	260.34
Sundries	14.50	14.50

## OUTLAYS

Alterations and New Equipment	1,603.38	1,603.38
		<u>\$53,710.90</u>

## SUMMARY OF RECEIPTS AND EXPENDITURES

Appropriation	\$52,500.00	
Received from Tuition	466.49	
Miscellaneous Receipts	439.18	
Lunch Counter	311.50	
	<u>\$53,717.07</u>	
Total expenditures		53,710.90
Balance Unexpended		6.17
		<u>\$53,717.07</u>

## TRUSTEES OF PUNCHARD FREE SCHOOL

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SAMUEL H. BOUTWELL	REV. CHARLES W. HENRY
MYRON E. GUTTERSON	HARRY H. NOYES
REV. NEWMAN MATTHEWS	HARRY M. EAMES
REV. E. VICTOR BIGELOW	FRANK T. CARLTON

*President*, SAMUEL H. BOUTWELL

*Clerk and Treasurer*, HARRY H. NOYES

### *Visiting Committee*

MYRON E. GUTTERSON	REV. E. VICTOR BIGELOW
REV. NEWMAN MATTHEWS	

### *Finance Committee*

HARRY H. NOYES	SAMUEL H. BOUTWELL
HARRY M. EAMES	

### *Auditing Committee*

HARRY M. EAMES	FRANK T. CARLTON
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# REPORT OF SUPERINTENDENT OF SCHOOLS

*To the School Committee of Andover:*

I have the honor to submit my second annual report which is the twenty-eighth in the series of similar reports. This will contain a brief review of a few of the more important features of the school work during the past year and some recommendations for the coming year.

## PHYSICAL TRAINING

The State Legislature at its last session refused to enact any law which should define the attitude of the State toward the teaching of physical training in the public schools. While it seems to me that it would be very wrong to fix upon the schools any system of compulsory military training it is, nevertheless, generally conceded that our pupils need a certain rigid physical training and discipline which they do not at present receive. There is also a necessity for much corrective work. In his report Mr. Hamblin speaks of the need as it appears to him. A gymnasium would greatly assist in work of this kind. Miss Taylor, Supervisor of Physical Training, in her report says: "I cannot emphasize too greatly the need of a gymnasium both for Punchard and the grade schools, one well equipped with apparatus of both gymnastic and corrective nature."

## HOME GARDENS

The home gardens, although financed and managed by interested citizens, were conducted as supplementary to school work. It was not the purpose of those who had the work in hand to start large numbers of children, but rather to have a few enthusiastic workers. Miss Ellen Rice was secured as garden supervisor. A few quotations from her report to the garden committee may be of interest.

"Two hundred and seventy-eight children enrolled for school gardens. Of this number one hundred and sixty-four had good gardens worthy of visits from the judges. At the end of the season a very successful exhibit of products was held in the School

Committee rooms at the Town Hall. Entries were made from seventy of the gardens. The judges were Miss Mabel Turner, Garden Supervisor from Malden, Miss Stewart, Domestic Science teacher in Lawrence, and Mr. J. H. Playdon of Andover." The products of the children's gardens from the very nature of the case, can never add any material increment to the agricultural wealth of the community; they are, nevertheless, worth while. They interest the children in agricultural life and develop in them an appreciation of agricultural industry.

### DOMESTIC SCIENCE

Probably no courses have been so completely adapted to the exigencies of the present day as have those of domestic science. In the sewing classes the children are being instructed in making many things which the Red Cross is supplying the soldiers. In the cooking classes the girls are being taught the method of preparing the foods and food substitutes which war conservation makes necessary for every-day use in the average home. Miss Portia Clough, instructor in these courses, says: "With all classes, emphasis will be laid on substitutes for butter, fats, and oils, flours, sugars, etc.; also all food prices; to get the classes to carry knowledge of these into homes and practice same, when and where they can."

As is the case in manual training, large numbers of pupils elect the courses in domestic science. It seems to me these courses are of great importance and should receive a more definite place in all programs

### MANUAL TRAINING.

At present there are one hundred thirty-three boys taking the course in Manual Training, eighty-five from the grades and forty-eight from the High School. Each one taking the course devotes two consecutive periods or one and one-half hours each week to the work. The Manual Training instructor is now employed three days per week instead of two. This extra time is given to the boys of the seventh grade and special students from all the upper grades. This special course or, as it were, an industrial class and is composed of boys for

whom such training is exceptionally valuable. In my opinion this phase of the work should continue and be extended so that it may reach still more boys and give them a more thorough training. The demand for opportunities in the field of manual work is constantly increasing and the great value of such courses is more and more fully appreciated each year. Consequently more and more time must be given to this department to meet this growing need. In his special report Mr. Hazelton, Instructor in Manual Training, has so concisely stated some of the changes, aims, and needs of his department that the greater part of his report is herewith quoted:

*"To the Superintendent of Schools:*

"Dear Sir:

"I herewith submit my third report of the Manual Training Department of the Schools of Andover.

"The work in Manual Training has been carried on along similar lines as in previous years with such changes as seemed necessary to stimulate the interest of the pupil. Cement and metal work have been added. The aim of the cement work is to give the boy a working knowledge of the materials and their use from the decorative and practical standpoints, making such articles as sun-dials, garden-seats, pedestals, laying walks and building foundations.

"With the metal work the aim will be to give the pupil a knowledge of different metals and their uses, making jewelry, metal braces, and hinges, correlating with problems in woodwork.

"The first of the year the shop was moved into the new building. The work in the old building was greatly handicapped for want of space. With the present spacious quarters great things are possible.

"To complete our equipment we need a lathe and circular saw and I hope that in the near future a part of the shop may be given over to a printing department.

"I believe that where the subject is carried into the High School the equipment should be representative of as many industries as practical for one man to teach and instead of keeping a boy on

woodwork all through his course he should be given a line of work that would cause the boy to sense the problems of various industrial activities.

Respectfully submitted,  
WILLIAM BROOKS HAZELTON,  
*Supervisor of Manual Training"*

## MUSIC

Exceptionally good work is being done in music. Modern and up-to-date methods are being used and the children show an unusual interest and growth in their music both in respect to technique and appreciation. The courses have not been changed to any great extent during the year. Only one musical entertainment has been given under the auspices of the department. A cantata "Cinderella, in Flowerland," was given at the Bradlee School with most excellent success. Miss Meyer in her report says, "A victrola can be made such an excellent medium of instruction that it would be well to furnish a machine for each of the remaining schools which do not possess one." I hope that this recommendation may be carried out at an early date. Miss Meyer also recommends "a circulating library of carefully chosen records to be grouped in sets of six each, each set being chosen according to a definite educational plan." This too is an excellent suggestion. The work in the High School seems to be far more satisfactory than it was last year. Miss Meyer says in regard to the matter, however, "Absolutely no provision beyond the weekly chorus period is made in the local high school for pupils interested in music. I, therefore, recommend the introduction of a course in harmony and another in music appreciation. I also urge the adoption of a system of allowing credit for music study outside of school, if done according to certain rules made by the school."

## DRAWING

The work of the drawing supervisor is worthy of special commendation. That the work has been of a thoroughly practical nature is shown by the following quotation:

"The work in drawing has been divided into three classes, representation, construction, and design.



"Representation includes the nature and object drawing. The medium used principally for this work has been the pencil, because it is easily obtained at any time and therefore commonly chosen for a quick graphic description. Objects selected for study are those which the average person would like to have the ability to sketch, when a verbal explanation seems inadequate.

"In the constructive drawing the children have been taught to plan and draw patterns, which can be actually made and used, such as note-covers, cases, blotter-corners, etc. The construction of these things teaches the necessity of making the plans and of accuracy.

"The appreciation of and the principles governing design are taught rather than the making of designs. The average person is a purchaser rather than a producer of such things, hence the need of being able to distinguish between the good and the bad. In the lower grades the design is applied to every-day questions as margins, arrangement of written or printed matter, and the cutting down and mounting of drawings and of pictures. In the higher grades the work is related to home problems as arrangement of shelves, hanging of pictures, etc. Color combinations are taught wherever they are needed in the outline and in connection with clothing and house-furnishing." It is much to be desired that a progressive course in Mechanical Drawing be outlined and if possible a four years' course be developed in the High School. It is also true that better results could be obtained in the Stowe School if all the instruction in drawing were done by the drawing instructor. These improvements are earnestly desired by Miss Clough and are certainly worthy of careful consideration and early adoption.

#### NURSE

Under the direction of Miss Grace A. Woodburn the department of school nurse was thoroughly and efficiently organized. In October Miss Woodburn resigned to take up Red Cross work with the army and Miss Hazel MacCullough was elected by the Public Health Association to the position. The routine work of the nurse has been to make an annual physical examination of children and test their eyes and ears. In addition to this there is a

great deal of special work, such as organizing and looking after the open-air school, visiting homes, following up recommendations and even superintending treatment. On the whole under the supervision of the nurse the physical condition of the children has been very good indeed during the past year. Miss MacCullough in her report emphasizes the need of better care of the teeth. The following is a quotation in regard to the matter: "A large percentage of the school children have defective teeth and I cannot emphasize too strongly the need of a school dentist or a fund to pay a dentist to care for the teeth of needy children. I believe that if children's teeth were well cared for there would be a great deal less sickness among them. A child cannot have a clean mouth if its teeth are decayed. This means that the child is much more susceptible to contagious diseases and liable to stomach trouble due to inability to chew his food well. On this account his general health is impaired and this causes the pupil to be inefficient in his studies."

Up to this time the expenses of this department have been borne largely by the Public Health Association. The work of the year has demonstrated the effectiveness of the nurse. The Public Health Association deserves the most hearty thanks for all that it has done and especially for the time and interest given to the work. They should, however, be no longer asked to bear the financial burden which belongs properly to the town, and should be assumed immediately by it.

#### OPEN-AIR SCHOOL

Last spring a questionnaire was sent to the parents of the fourth and fifth grades at the central schools to ascertain how many desired to have their children in an open-air school. Approximately fifty percent replied affirmatively. However, it seemed best to try only one room this year. A fifth grade was selected. Miss MacCullough, the school nurse, in her report to the committee, speaks as follows of the school:

"This school consists of thirty-four pupils of the fifth grade. They are in a room which has windows on three sides which are kept sufficiently opened to keep the temperature between forty-

five and sixty degrees during cold weather, the steam heat being on continuously. In order to make it comfortable for the pupils they were each provided with a three-piece suit consisting of a coat, bloomers and hood. They were also provided with felt boots which reach to their knees. These garments are worn outside of their other heavy clothing and were supplied at the parents' expense except in a few cases where the money was donated by an Andover philanthropist. The teacher was also supplied with a coat, hood and boots by the town. We are deeply indebted to Mrs. J. J. Feeney, President of the Mothers' Club, and to other members of the club for making these suits, which reduced the cost considerably. So far the results from the fresh-air school have been very satisfactory. There has been scarcely a cough during the whole term in this room and very few other illnesses. The children like the fresh-air room very much and we hope to have another grade next year."

Early in the fall Doctor Walker gave the children in this room and the children of the other fifth grade a careful examination and blood test. Records were carefully kept and before the close of school next summer another examination and test will be given and comparisons made to ascertain as far as possible the result of the open-air school on the general health and physical condition of the children. The whole school department concurs with Miss MacCullough in our gratitude and our appreciation of the work of the Mothers' Club in making the suits. Mrs. Feeney, President of the Mothers' Club, has shown special interest in the work and has given her most hearty co-operation. We feel also the most hearty appreciation for the financial assistance rendered by a citizen of the town, without which it would have been practically impossible to carry out our plans.

#### STOWE SCHOOL

As previous reports have called to your attention, the work of the seventh and eighth grades throughout the country is undergoing a radical re-organization. At the Stowe School the teachers of these grades are now working on the departmental plan. The regular subjects, as arithmetic, history, and geography are taught with less time devoted to them, while English, litera-

ture, and composition have more time and require a greater application on the part of the children. In addition to these subjects there are in both grades classes in manual training for the boys and domestic science for the girls. Furthermore in the eighth grade there are four subjects, one of which must be chosen by each pupil. These are English with additional manual work; commercial geography; algebra, or a foreign language. These are what might be termed try-out courses and success or failure in them may determine the future work of the pupil. Some schools are making these try-out courses more definite still and are obliging pupils to divide one year equally between courses in a foreign language, commercial work and mathematics. Then if the pupil fails in any of these courses he is advised not to continue in them the next year. On the other hand if he does well and shows exceptional ability in any course he is urged to elect along that line. We should like to see a similar plan worked out in our own seventh and eighth grades. In order to do this properly the entire Stowe building and another teacher are needed. Even with the present courses, classes have been obliged to recite under unfavorable conditions in the principal's office or in the hall, and some classes need more of the teachers' time than they are now able to have.

### HIGH SCHOOL

The high school has begun an exceptionally good year. The new building is proving a splendid influence for a better spirit and harder work. Mr. Hamblin has very fittingly characterized the new building as "the adequate workshop we have so long needed." It is certainly all that he has claimed for it. It is a commodious, workable building. For further information in regard to the high school I would respectfully refer you to Mr. Hamblin's report.

### WAR CONDITIONS

Probably the schools have never responded to any influence so quickly and efficiently as they are now responding to the present war conditions. New courses, new activities and a new spirit are upon us. The courses in cooking, sewing and manual training are

being rapidly adapted to new conditions. The cooking classes are learning many of the best methods of food preservation and conservation. The sewing classes are learning to sew and knit many useful articles for the Red Cross. The manual training boys did not find their field of usefulness so quickly. Now, however, they are pleased at the possibility of making tables for hospital service.

Through the efforts of Miss Mary Byers Smith, a meeting of the High and Stowe School pupils was held in December to organize these schools for Red Cross work. Mr. Alfred Stearns, Miss Mary B. Smith, and Miss Elizabeth Smith gave brief and inspiring addresses. The meeting was enthusiastic and both schools expressed their desire unanimously to take up this work and enroll their schools as members of the Junior Red Cross. Miss Elizabeth Smith and the teachers united in working out plans for definite organizations. Results have been very satisfactory. Up to the present time the Stowe School has done enough work to secure its one hundred seventy-five members. The high school already has a large amount of work to its credit and will soon secure its enrollment.

Schools have also been active in buying Liberty Loan Bonds, and Thrift Stamps and in selling Red Cross Seals. The whole movement tends to create among the pupils a spirit of thrift both in saving money and in the conservation of fuel, food, and other necessities of life. The work of the Red Cross and the response to the numerous calls for help are building up a new spirit of service and patriotism among the young people.

The scarcity of coal led to the lengthening of the winter vacation two weeks. We are deeply grateful that owing to the efforts of our local coal dealers the schools have thus far suffered no other inconvenience or delay. Schools in many sections throughout the northern part of the United States have been delayed or closed indefinitely.

The expenses of running the schools have necessarily been greater than ever before. As in every other walk of life, the cost of almost everything has increased. Textbooks and supplies, repairs of all kinds, fuel and salaries have all advanced in some lines as much as one hundred percent. This means that there must be an increased economy and that greater care than usual



must be used in all matters in which expenses are involved. Yet there is a limit beyond which it is unwise to economize. Schools should be maintained for full time and with the same trained teaching force. There should be no curtailment which would lessen their efficiency. The need for efficient schools was never greater. The future of this country depends more than ever before upon an intelligent and patriotic citizenship. The children of to-day are the men and women of to-morrow. If therefore, we are to insure the future success of our government and its free institutions, the children of to-day must receive the best possible training. Let us then make every sacrifice and strain every nerve to give them the best.

#### CONCLUSION

It is once more a pleasure to express to the Committee my thanks and appreciation for your good will and hearty cooperation. Andover has the welfare of her schools at heart, and desires the best possible opportunities for her children. With your continued interest and your clear understanding of educational problems the schools will produce the results which are so fervently desired.

Respectfully submitted,

HENRY C. SANBORN,

*Superintendent of Schools*

## REPORT OF THE PRINCIPAL OF THE PUNCHARD FREE SCHOOL.

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*To the Superintendent of Schools and the Trustees of the Punchard Free School.*

GENTLEMEN: I submit my eighth annual report as principal of the Punchard School:—

The transfer to the new building was made at the opening of school in September and was so smoothly accomplished that we were able to enter upon our regular program the day after registration. Another large entering class offset the loss by graduation of the exceptional class of 1917; but the insistent demands of the hour for a larger income to meet the cost of family maintenance have compelled many of our older pupils to give up the school for the shop. There never was a time when the boy or girl of sixteen could earn so much money and thus help so considerably to lighten the burden of father and mother. Over thirty (30) of our students have left school before graduation since the close of the last school year; many of them would have remained had the times been normal. Notwithstanding this, the registration this year is about the same as last.

The effect of the new environment is noticeably good. Light, well ventilated rooms, with suitable places for study and recitation, have made the work more pleasant as well as more efficient. The new building is the adequate work-shop we have so long needed. Pupils and teachers are showing a lively interest in its careful use.

The Course of Study has been changed slightly, mainly in an effort to increase the value and effectiveness of the commercial work. The two lower classes in this department have had their prescribed work enlarged somewhat. We are anxious to dispel the idea that the commercial course is for those who have no definite purpose in their education. We aim to make it a rigorous preparation for office work.



The school is greatly indebted to Miss Brown of the Memorial Hall Library for her work with two classes in the use of the library. Last February and again in November, Miss Brown gave a series of talks and practical lessons in the library rooms. The resulting improvement in power to make use of the large material afforded by the library has been marked and with this there has been an increased interest in books, which must overflow into the lives of the pupils. We have also made broad use of the loan privilege for classroom use.

The honor roll of Punchard men in war service shows forty-two names. More are being added each week. There must be those who no longer live in Andover yet who belong on this list; we should be grateful for any information that can be given. In the school itself, a Junior Red Cross Arc has been organized and meets twice a week for knitting and sewing. Some of the boys are helping and war work is being planned for them in the Manual Training Shop. The class of 1917 made its school gift in the form of a Liberty Bond; 1918 and 1919 have each paid for bonds of the second issue and 1920 and 1921 have combined to do the same. A less conspicuous but quite as valuable evidence of patriotism is noticeable in the cheerfulness with which formal social activities of the students have been curtailed, and again in the almost universal desire to spend vacation in useful work, rather than in prolonged play.

Now that we are settled in the new building there are some problems that have long waited a favorable time for the solution which should be considered. The absence of any form of physical training, except that furnished a limited number of boys by the two athletic teams and by the voluntary class of girls at the Guild seems unjust to the increasing number of smaller boys and to those girls who cannot take advantage of the Guild class. I am less concerned over the direct physical loss, which is perhaps as small in our school as it could be anywhere, than over the loss of that disciplinary training which such class work affords. Never before has team-work proved its value as in these days. Should not every pupil have a chance to develop that obedient co-ordination of mind and body

which we call team-play? Compulsory military drill for high school pupils has been declared unwise by a distinguished committee of the state. There are doubtless features of it which are open to objection, but the setting-up exercises and the close-order marching seem to me admirable for both boys and girls.

The advantage of a longer school day with more supervised study and less home work seems well established where it has been tried. So long as many of our pupils are dependent upon the unstable railroad time-tables, it will be difficult to try this in Andover; moreover a practical plan for school luncheons would have to be adopted. These are not insuperable obstacles, however, and of themselves require consideration aside from their bearing on the longer school day.

Three changes in the teaching force have to be recorded. While I have usually avoided personal comment on such changes, the loss of Miss Chapin to the school is unusual. Twelve years of service marked by teaching ability of high rank and by an unselfish devotion to all the interests of the school and its membership is an exceptional record in these days. The best wishes of the many Punchard people who have been inspired by her influence go with her.

Respectfully submitted,

N. C. HAMBLIN, *Principal*

## REPORT OF SCHOOL PHYSICIAN

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### *To the Superintendent of Schools:*

I herewith present my report for the year ending December 31, 1917.

Since sending you my last report we have had the benefit of the services of a school nurse for a complete school year. It seems therefore an appropriate time to call attention to some of the many advantages which this service has been to the school department and to the community.

Largely through her efforts it has been possible to persuade many parents of the necessity for the correction of such ailments as adenoids and tonsils and it is pleasing to report the marked improvement manifested by those children who have had the benefit of treatment.

Then, by following up absentees from school, the nurse is often the means of shortening such absences and thereby making the school attendance more nearly perfect.

An earnest effort is being made to control as far as possible the spread of the supposedly inevitable contagious diseases so common among children of school age.

The following is a complete list of all cases of contagious disease, among public school pupils, reported to the local Board of Health during the school year:

Measles	46	Diphtheria	9
Mumps	68	Scarlet Fever	8
Chicken Pox	52	German Measles	9

Few, if any, of these cases were contracted in school but an important part of the school nurse's duties is to keep informed as to such cases, to see that they do not return to school until well and that the other children are protected.

The open-air school room, Grade V, in the John Dove building, is established and is a success. It is too soon to give any details as to the effect in physical improvement to the scholars in this room but we hope to show that it is worth while.

The problem of proper care for the children's teeth has not yet been solved. We are too far from Boston to take advantage of the free dental clinics there and it seems impossible to make any arrangement which does not involve a financial outlay. The present is not a good time to suggest additional expense but I hope, in the near future, to suggest some definite plan for bettering this really deplorable condition. The importance of the matter is borne out by the investigations of the Russell Sage Foundation which show that the child with defective teeth requires an average of six months extra time to complete an eight years elementary course.

The sanitary conditions in all the buildings have been found to be satisfactory.

Respectfully submitted,

W. DACRE WALKER

## REPORT OF ATTENDANCE OFFICER

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*To the Superintendent of Schools.*

I hereby submit the following report for the year 1917.

Number of cases reported . . . . .	81
Number of cases investigated . . . . .	80
Number of truants . . . . .	21
Number of absences with legal excuse . . . . .	13
Number absent because of sickness . . . . .	16
Number absent for lack of clothing . . . . .	11
Number absent to help at home . . . . .	17
Number absent for other insufficient reasons . . . . .	11
Number of cases prosecuted . . . . .	2

Respectfully submitted

JAMES NAPIER  
WILLIAM FRYE

*Attendance Officers*

# APPENDIX

## SCHOOL CALENDAR

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1918

### WINTER TERM — ELEVEN WEEKS (Revised)

January 14, Monday	Second term begins
February 22, Friday	Washington's Birthday, Holiday
March 29, Friday	Second term ends

### RECESS -- ONE WEEK

### SPRING TERM — TWELVE WEEKS (Revised)

April 8, Monday	Third term begins
April 12, Friday	Barnard Prize Speaking
April 19, Friday	Patriots' Day, Holiday
May 17, Friday, 7.30 p.m.	Lincoln Spelling Contest
May 30, Thursday	Memorial Day, Holiday
June 25, Tuesday, 3.45 p.m.	Class Day Exercises
June 26, Wednesday, 3.45 p.m.	Grammar School Graduation
June 26, Wednesday, 8.00 p.m.	High School Graduation
June 28, Friday	Third term ends

### FALL TERM — FIFTEEN WEEKS

September 9, Monday	First term begins
October 12, Saturday	Columbus Day, Holiday
November 28, Thursday	Thanksgiving Day, Holiday
November 29, Friday	Special Holiday
December 13, Friday, 7.45 p.m.	Goldsmith Prize Speaking
December 20, Friday	First term ends



1919

## WINTER TERM — EIGHT WEEKS

December 30, Monday	Second term begins
January 1, Wednesday	New Year's Day, Holiday
February 21, Friday	Second term ends

## RECESS — ONE WEEK

## SPRING TERM — EIGHT WEEKS

March 3, Monday	Third term begins
April 11, Friday, 7.45 p.m.	Barnard Prize Speaking
April 25, Friday	Third term ends

## RECESS — ONE WEEK

## SUMMER TERM — SEVEN WEEKS

May 5, Monday	Fourth term begins
May 16, Friday, 7.30 P.M.	Lincoln Spelling Contest
May 30, Friday	Memorial Day, Holiday
June 18, Wednesday, 3.45 P.M.	Class Day Exercises
June 19, Thursday, 3.30 P.M.	Grammar School Graduation
June 19, Thursday, 8.00 P.M.	High School Graduation
June 20, Friday	Fourth term ends.

## STATISTICS

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Population, 1915	7975
Valuation of Andover, 1917	\$7,817,260.00
Valuation of schoolhouses and lots	143,225.00
Estimated value of books and apparatus	13,000.00
Tax rate per \$1000 valuation	20.50
Total cost for support of schools, including salaries paid by Punchard Trustees	57,615.98
Net cost to town for support of schools	53,710.90
Amount per \$1000 valuation raised by taxation and expended for the support of schools	6.87
Net cost per pupil for support of schools	44.72
Number of school buildings	11
Number of teachers: *High School 10; grades 32; Total	42
*Number of special teachers	4
Salaries of grade teachers, not including principals	
Minimum	\$575.00
Maximum	800.00
Present average	700.00
Salaries of women teachers in High School:	
Minimum	\$750.00
Maximum	950.00
Present average	853.00
Number graduated from grammar grades in 1917	99
Number entering Punchard High School	86
School bank savings for 1917	\$2,129.61
*The domestic science teacher, included with high school teachers, gives two half-days to the grades.	

## ATTENDANCE BANNER WINNERS

MONTH	TEACHER	SCHOOL	PER- CENTAGE
January	Miss Battles	Richardson	97.9
February	Miss Dunton	Indian Ridge	99.1
March	Miss Carleton	West Center	98.4
April	Miss Battles	Richardson	98.4
May	Mrs. Derrah	Stowe	99
June	Miss Hartford	Indian Ridge	99.9
September	Miss Dunton	Indian Ridge	99.7
October	Mrs. Morrill	Bailey	99.9
November	Miss Battles	Richardson	99.4
December	Miss Battles	Richardson	98.8

# TEACHERS

JANUARY 1, 1917 — JANUARY 1, 1918

SCHOOL	GRADE	NAME	First Election	Resignation	EDUCATION
PUNCHARD	Principal — Latin Science English	Nathan C. Hamblin	1910		†Harvard University
		Eugene V. Lovely	1911		Bates College
		Mary L. Smith	1914		Smith College
		Edna Simmons	1916		Boston University
	Mathematics	Percival Symonds	1915	1917	Harvard University
		Sarah B. Coddling	1917		Boston University
	Business	Edna G. Chapin	1906	1918	Smith College
		Lots J. Reed	1915	1918	Salem Normal
		Nathalie B. Upton	1918		St. Lawrence University
	French and German History	Helen DeM. Dunn	1914		Radcliffe College
STOWE	Domestic Science	Elizabeth Loftus	1911		Tufts College
	Principal — Mathematics English	Portia Clough	1916		Framingham Normal
		Clara Putnam	1916		Symonds High School
		Etta M. Dodge	1909	**	Concord (N. H.) High School
	History	Pauline Copping	1917		Gorham Normal
	Arithmetic	Bernice G. Stimpson	1913		Lowell Normal
	Geography	Bernice B. Abbott	1912		Punchard High
	VI	Carolyn Dean	1892	**	Salem Normal
	VI	Cecilia Derrah	1911		Symonds High School
	Principal — V	Anne M. Downes	1898		Salem Normal
JOHN DOVE		Alice Coutts	1916	1917	Bridgewater Normal
	V	Cynthia Flint	1911		Lowell Normal
	IV	Katherine Hannon	1916		Salem Normal
	IV	Olive Waterhouse	1916	**	†Jackson College
		Edith Johnson	1913	1917	St. College, Albany, N. Y.
SAMUEL C. JACKSON	III	Elizabeth Otte	1916		Amesbury High
	II	E. Mae Chase	1913		Salem Normal
	II	Florence Abbott	1893		Winona (Minn.) Normal
	I	Adele Duval	1898		Wheelock K'g't'n Tr. School
	I	Flora Prevoost	1898		

INDIAN RIDGE	Principal — V, VI	Helen Hartford	1913	** 1917	Lowell Normal
	III, IV	{ Sarah G. Cummings	1917		Bridgewater Normal
	II, III	{ Eilene Powers	1915		Fitchburg Normal
	I, II	{ Florence Dunton	1916		Gorham Normal
	Principal — VII	{ Jessie Brown	1914		Brandon Training Class
BRADLEE	V, VI	{ Grace Hill	1900	1917	Salem Normal
	III, IV	{ Blanche Spaulding	1916		Lowell Normal
	II, III	{ Marion Boehm	1916		North Adams Normal
	I	{ Anna Nelson	1916		Framingham Normal
	Principal — I-III	{ Rubina Copeland	1910		Framingham Normal
RICHARDSON	IV-VI	{ Helen W. Battles	1886	**	Punchard High School
	Principal — IV-VIII	{ Emma L. Ward	1907		†Oberlin College
	I-IV	{ Emily Carleton	1901		Johnson High
	Principal — V-VIII	{ Mildred Morris	1914		Salem Normal
		{ Eilene Powers	1915		Fitchburg Normal
NORTH		{ Genevieve McNally	1917	1917	Salem Normal
	I-IV	{ Helen Hardy	1915		†Jackson College
		{ Louise Magoon	1917		Leslie's Normal
	I-VIII	{ Ella S. Morrill	1912		Framingham Normal
	I-VIII	{ Hallie Stimpson	1914		Bridgewater Normal
BAILEY OSGOOD	Music	{ Pauline A. Meyer	1914		Lowell Normal
	Drawing	{ Paula Clough	1916		Massachusetts Normal Art
	Manual Training	{ William B. Hazelton	1915		Cornell Summer School
	Domestic Science	{ Portia Clough	1916		Framingham Normal
	Physical Training	{ Vivian Taylor	1915		Sargent School

† Attended without graduating

\*\* Transferred

# ATTENDANCE STATISTICS — 1917

SCHOOL	GRADE	ENROLLMENT							Total Membership	Average Membership	Per cent of Attendance	Tardiness	Dismissals	
		Boys	Girls	Total	5 to 7 years	7 to 14 years	14 to 16 years	Over 16 years						
PUNCHARD STOWE	High	96	153	249	40	103	106	249	228	217	95.4			
	VIII	22	22	44	38	5	1	47	44	42	95.5	80	47	
	VIII	24	16	40	30	10		40	36	35	95.3	12	6	
	VII	15	23	38	37	1		50	42	39	94.0	126	32	
JOHN DOVE	VII	15	23	38	36	2		45	41	39	95.2	116	10	
	VI	23	15	38	38			41	34	33	96.5	67	21	
	V	18	20	38	38			38	33	32	94.8	65	24	
	V	20	17	37	36	1		40	38	36	94.6	51	0	
	V	18	21	39	38	1		42	38	37	96.3	41	8	
	IV	20	13	33	33			34	32	29	93.3	25	14	
S. C. JACKSON	IV	12	18	30	30			33	30	27	91.5	73	52	
	III	16	22	38	38			47	40	37	94	55	12	
	II	16	10	26	5	21		29	22	21	92.7	13	2	
	II	17	12	29	4	25		29	28	26	94.7	40	26	
	I	10	17	27	21	6		30	22	21	95	18	2	
	I	14	14	28	24	4		28	27	25	93.3	38	24	
INDIAN RIDGE	VII, VIII	15	8	23	19	4		23	22	22	98.4	*	11	
	V, VI	7	18	25	25			27	22	21	96.3	11	11	
	IV, V	14	13	27	27			34	29	28	97.2	20	11	
	II, III	15	19	34	34	3		38	32	32	96.1	25	2	
	I, II	19	9	28	24			30	28	27	96.6	25	4	
	VII, VIII	12	17	29	23	5	1	29	23	22	95.3	41	11	
BRADLEE	V, VI	15	9	24	23	1		24	21	20	96.2	33	6	
	III, IV	11	18	29	28			33	30	29	96.9	20	8	
	II, III	19	17	36	35	1		39	37	36	97.6	62	8	
	I	16	11	27	23	4		30	26	25	92.3	64	16	
	IV-VI	18	14	32	32			32	28	27	97.9	19	64	
	I-III	20	17	37	17	20		42	38	37	97.4	8	1	
WEST CENTRE	V-VIII	10	9	19	18	1		19	19	18	97.8	15	2	
	I-IV	12	13	25	2	23		27	21	20	93.7	20	3	
	V-VIII	7	8	15	14	1		15	15	13	91.5	42	23	
NORTH	I-IV	10	9	19	4	15		20	18	16	88.1	75	4	
	I-VIII	13	19	32	2	26	3	1	32	27	23	95.8	15	9
	I-VIII	10	10	20	1	17	2		21	20	18	91.1	50	12

## PRIZE AWARDS

### 1917

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#### PUNCHARD SCHOOL

The Barnard prizes for excellence in composition and oral delivery:

First, twenty dollars, Certrude Lombard, '18.

Second, twelve dollars, Margaret Hinchcliffe '17.

Third, eight dollars, Rollo Brewster, '17.

The Goldsmith prizes offered by the Alumni Association for excellence in speaking:

Girls' prize, five dollars, Helen Higgins, '19.

Boys' prize, five dollars, Harry Roland Payne, '20.

The M. E. Gutterson botanical prizes:

First, five dollars, Carl Petterson, '19.

Second, three dollars, Eunice Lovejoy, '19.

The prizes for excellence in first-year Latin:

First, five dollars, Virginia Hess, '20.

Second, three dollars, Beatrice Goff, '20.

The Parker Memorial Prize to the member of the senior class who has won his "P" twice, and has stood highest among the athletes in scholarship:

Ten dollars, Everett Boutwell.

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#### LINCOLN SPELLING MATCH PRIZES

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#### GENERAL PRIZES

First, Elizabeth Byrnes, Punchard.

Second, Anna Brady, Punchard.

Third, Mary Kenneally, Punchard



## GRADE PRIZES

## GRADE VIII

First, John W. Sanborn, Stowe.

Second, Grace French, Stowe.

## GRADE VII

First, Catherine Barrett, Stowe.

Second, Arthur G. Fallon, Stowe.

## GRADE VI

First, Theresa Laveny, Richardson.

Second, Mary Sullivan, Stowe.

## GRADE V

First, Marguerite McDonald, John Dove.

Second, Emily Dougherty, West Centre.

# FIFTY-SEVENTH COMMENCEMENT EXERCISES

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Wednesday, June 20, 1917, at 4.00 P.M. Punchard Class Day Exercises.  
Thursday, June 21, at 2.30 P.M. Grammar School Graduation at Town Hall.  
Thursday, June 21, at 8.00 P.M. High School Graduation at Town Hall.  
Friday, June 22, at 8.00 P.M. Alumni Reception to the Graduating Class at the Town Hall.

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## CLASS DAY EXERCISES

### ADDRESS OF WELCOME

George G. Brown, *Class President*

### CLASS HISTORY

Margaret F. Hinchcliffe

### CLASS STATISTICS

Wells D. Wright

### CLASS GIFTS

Alice E. Higgins

### ADVICE TO UNDERGRADUATES

Philip F. Hilton

### CLASS PROPHECY

Edith M. Henderson

### CLASS WILL

John S. Doherty

### THE CLASS SONG

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## GRADUATION EXERCISES

SCHOOL CHORUS — Legend of the Bells  
from "The Chimes of Normandy"

*Planquette*

### PRAYER

Rev. C. W. Henry

SALUTATORY AND ESSAY — Andover and the Single Tax  
William Rollins Brewster

GLEE CLUB — Forget-Me-Not

ESSAY — Peasant Life in Russia

Marion Sowles Peck

SCHOOL CHORUS — Music of Spring

*Ivanovici*

ESSAY — The Flags of Our Nation

Robert Earle Moody

### PRESENTATION OF CLASS GIFT

George Griffin Brown, *Class President*

### PRESENTATION OF PRIZES

ESSAY AND VALEDICTORY — "The Value of Sacrifice to a Nation"

Dorothy Brown Cutler

SCHOOL CHORUS — "Native Land"

*Jules Jordan*

### PRESENTATION OF DIPLOMAS

Mr. Frederic G. Moore, *Chairman of the School Committee*

## CLASS SONG

Dear Punchard, we must take our leave  
 Our happy days with thee are o'er —  
 To meet, with boundless hope and faith,  
 Whatever God may hold in store.

The future rises dim and vague  
 Though cut by one straight pathway through,  
 This is the road to happiness,  
 The way of love and honor true.

But ah! Whatever be our fate,  
 Whichever way in life we turn,  
 Thy memories, so keen and sweet,  
 Eternal in our hearts shall burn!

So, as we steer the ship of life  
 With steady hand from shore to shore,  
 "Non nobis solum" our aim,  
 Our guiding star forevermore.

*Wells D. Wright*

## THE CLASS OF 1917

Paul J. Abbott  
 Esther M. Batchelder  
 Hazel M. Bickford  
 Everett S. Boutwell  
 Jenny T. Boutwell  
 William R. Brewster  
 George G. Brown  
 Harriet M. Carter  
 Marion T. Carter  
 Hazel A. Claffin  
 Helen F. Collins  
 Mary E. Comeau  
 Mary Cronin  
 Bertha R. Cuthill  
 Dorothy B. Cutler  
 Edward S. Dodge  
 Horace H. Dodge  
 John P. S. Doherty  
 Eleanor Dugan  
 Roy S. Flint  
 Edith M. Henderson  
 Joseph J. Hickey  
 Alice E. Higgins  
 Philip F. Hilton

Margaret F. Hinchcliffe  
 Alice V. Howell  
 Helen Hurley  
 Fannie G. Lewis  
 Nellie M. Matthews  
 Mary C. McDermitt  
 R. Earle Moody  
 Gladys Napier  
 Everett H. Otis  
 Francis L. Otis  
 Marion S. Peck  
 Henry L. Pomeroy  
 Theresa W. Remmes  
 Grace M. Riley  
 William H. Ryer, Jr.  
 Alice C. Stack  
 Eunice G. Stack  
 Hazel G. Stiles  
 Clinton H. Turner  
 Theodore E. Tyler  
 Irene F. Valentine  
 Florence Wade  
 Wells D. Wright  
 Eva Zecchini

## CERTIFICATES

Wayne Shirley

Gilbert W. Wilcox

## GRAMMAR SCHOOL GRADUATION

MARCH

*Verdi*

Pauline Sanderson

CHORUS OF PILGRIMS

Schools

PRAYER

Mr. Henry

CHORUS — "Fairy Revels"

*Johnstone*

School

ADDRESS

Rev. C. W. Henry

CHORUS — "What Have We Done To-day"

*Targett*

School

PRESENTATION OF CERTIFICATES

Mr. Frederic G. Moore

CHORUS — "Old Glory Is Waving"

*Manney*

School

Accompaniments by Pauline Sanderson

## STOWE SCHOOL

Allen, Daniel  
 Barrett, Alice Cecelia  
 Bodwell, Sarah Elizabeth  
 Boutwell, Rachel Niles  
 Brady, Francis G.  
 Brigham, Robert  
 Brown, Philip  
 Buttrick, Allan W.  
 Carlton, Frank Tyler, Jr.  
 Carter, William C. Jr.  
 Colbert, Harry  
 Cole, Ethel Josephine  
 Cole, Frederic Boyd  
 Converse, Ralph G.  
 Cronin, Honora M.  
 Cuthill, James Hay  
 Cutler, Benjamin  
 Daley, Francis  
 Dyer, Christopher W.  
 Dyer, Franklin  
 Dyer, James  
 Eaton, Parker  
 English, Francis X.  
 Franklin, Gertrude  
 French, Grace

Kyle, Rita  
 Ladd, Marion D.  
 Lavery, Richard  
 Lawrence, Edna Mae  
 Lawrence, Everett  
 Leary, Elizabeth  
 Lloyd, Lucille  
 Lombard, Margaret  
 McCarthy, Daniel  
 McCartney, Gertrude  
 McCoubrie, Anna  
 McDavitt, Dorothy  
 Mura, Genevieve M.  
 Nelligan, Frank  
 Nicoll, Geoffry  
 Nicoll, William  
 O'Dowd, Mary  
 Palmer, Kenneth  
 Perkins, Christina  
 Perry, Randolph  
 Petrie, Georgina  
 Pitman, Ada  
 Read, Harry A. S., Jr.  
 Reed, Lawrence  
 Ryley, Dorothy

Gilman, Samuel  
 Grant, Janetta  
 Gordon, Evelyn  
 Hart, Kathleen  
 Hatch, Isabel Gertrude  
 Hickey, Vincent  
 Hill, Ruth Bond  
 Holmes, Blanche  
 Holt, Orville Granger  
 Hurley, Katherine  
 Hyde, Benjamin  
 Ilgorsky, Anna  
 Johnson, Harold A.  
 Keery, Agnes  
 Kennelly, Jeremiah

Sanborn, John Webster  
 Sanderson, Pauline M.  
 Sullivan, Bernard  
 Saunders, Ruth  
 Shattuck, Fernando Parker  
 Shaw, Martha  
 Shorten, Victor  
 Souter, James W.  
 Stone, Gilbert  
 Sweeney, Bernard  
 Swenson, Eleanor  
 Taylor, Alice Alvador  
 Wainwright, Philip  
 Weeks, Katherine M.  
 Winters, Robert G.

## BRADLEE SCHOOL

Bates, Gladys  
 Biggar, Clara  
 Buck, Mildred  
 Clinton, Katherine  
 Hodgkins, Barbara

Holland, Joseph  
 Loomer, Alice  
 Richardson, Margaret  
 Ryley, Francis  
 Trow, Rita

Holland, Grace

## WEST CENTER SCHOOL

Melamed, Bessie

Peterson, Theodore

Merrick, Lathrop

## NORTH SCHOOL

Bateman, William A.

## BAILEY SCHOOL

Comeau, Esther Margaret

Disbrow, Myrtle Cuttle  
 Henderson, Helen Marion

## OSGOOD SCHOOL

Colquhoun, Harriet

TOWN OF ANDOVER  
MASSACHUSETTS

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ANNUAL REPORT

OF

THE SCHOOL COMMITTEE

FOR THE YEAR

1918

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ANDOVER, MASS.  
THE ANDOVER PRESS  
1919

Andover, Mass., Feb. 4, 1919

The School Committee voted to adopt the report of the Superintendent as its report for 1918.

G. A. CHRISTIE

*Secretary*



## SCHOOL COMMITTEE

FREDERIC G. MOORE, <i>Chairman</i>	Term expires 1919
9 Wolcott Avenue	
EVERETT HILTON	Term expires 1921
67 High Street	
DAVID R. LAWSON	Term expires 1921
24 Wolcott Avenue	
MRS. EDWARD V. FRENCH	Term expires 1921
20 School Street	
MISS MARY B. SMITH	Term expires 1919
47 Central Street	
PHILIP F. RIPLEY	Term expires 1919
7 Abbot Street	
GEORGE A. CHRISTIE, <i>Secretary</i>	Term expires 1920
115 Chestnut Street	
ALFRED E. STEARNS	Term expires 1920
6 Chapel Avenue	
DR. E. C. CONROY	Term expires 1920
28 Essex Street	

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### *Superintendent of Schools*

HENRY C. SANBORN 5 Locke Street  
Telephone: Office, 348W; Residence, 364M

### *Clerk*

GEORGIANNA LOVEJOY 21 Lovejoy Road

## GENERAL COMMITTEES

### *Financial and Advisory*

FREDERIC G. MOORE, *Chairman*                      GEORGE A. CHRISTIE  
   PHILIP F. RIPLEY

### *Teachers*

ALFRED E. STEARNS, *Chairman*                      MISS MARY B. SMITH  
   DR. E. C. CONROY

### *Buildings, Grounds, and Equipment*

EVERETT HILTON, *Chairman*                      MRS. EDWARD V. FRENCH  
   DAVID R. LAWSON

# LIST OF TEACHERS

## PUNCHARD SCHOOL

NAME		RESIDENCE
<i>Latin</i>		
Nathan C. Hamblin, Principal		117 Chestnut Street
<i>Science</i>		
Eugene V. Lovely		Lupine Road
<i>Business</i>		
Edna S. Bennett		Chapman Court
Ella S. Morrill		89 Chestnut Street
<i>History</i>		
Elizabeth M. Loftus		67 Bartlet Street
<i>Domestic Science</i>		
Portia Clough		115 Main Street
<i>Mathematics</i>		
Marjorie W. Faunce		9 Punchard Avenue
<i>English</i>		
Mary L. Smith		105 Chestnut Street
Edna W. Simmons		60 Elm Street
<i>French and German</i>		
Helen DeM. Dunn		60 Elm Street

## STOWE SCHOOL

Prin.	Clara Putnam	4 Avon St.
VII, VIII	Etta M. Dodge	6 Wolcott Ave.
	Pauline Copping	24 Florence St.
	Cecelia A. Derrah	26 Summer St.
	Bernice G. Stimpson	23 Bartlet St.

## JOHN DOVE AND S. C. JACKSON SCHOOLS

VI	Alice S. Coutts, <i>Prin.</i>	34 Maple Ave.
VI	Carolyn Dean	104 Main St.
V	Margaret Kimball	Brook St.
IV	Lillian Ness	9 Punchard Ave.

IV	Ella S. Thomas	107 Main St.
III	Olive Waterhouse	51 Chestnut St., Wakefield
III	Edith Johnson	20 Salem St.
II	E. Mae Chase	107 Main St.
II	Florence Abbott	Upland Rd.
I	Adele H. Duval	53 Elm St.
I	Florance M. Prevost	67 Bartlet St.

## INDIAN RIDGE SCHOOL.

V, VI	Helen E. Hartford, <i>Prin.</i>	107 Main St.
III, IV	Florence Dunton	115 Main St.
I, II	Jessie P. Brown	24 Maple Ave.

## BRADLEE SCHOOL.

VI, VII	Grace Hill, <i>Prin.</i>	67 Bartlet St.
IV, V	Blanche Spaulding	Ballardvale
III	Anna Nelson	Ballardvale
I, II	Rubina Copeland	107 Main St.

## RICHARDSON SCHOOL

I-III	Helen E. Battles, <i>Prin.</i>	31 Lowell St.
IV-VI	Genevieve McNally	No. Main St.

## WEST CENTRE SCHOOL

V-VIII	Emily F. Carleton, <i>Prin.</i>	North Andover, R.F.D.
I-IV	Mildred Sillars	Lowell St.

## NORTH SCHOOL.

I-VIII	Olga Olson	River Rd.
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## BAILEY SCHOOL.

I-VIII	Irene Arnold	17 Highland Rd.
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## OSGOOD SCHOOL.

I-VIII	Hallie M. Stimpson.	23 Bartlet St.
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## SUPERVISORS

<i>Music</i>	Betridge Tucker, Winchendon, Mass.
<i>Manual Training</i>	Carl H. Adams, Haverhill, Mass.
<i>Drawing</i>	
<i>Domestic Science</i>	Portia Clough, 115 Main St.

## SCHOOL PHYSICIAN

W. Dacre Walker	121 Main St.
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## ATTENDANCE OFFICER

William Frye	9 Bartlet St.
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## JANITORS

Punchard	William McEwan, 19 Haverhill St.
Stowe, John Dove, and Samuel C. Jackson Schools	John Ralph, Chapman Court
	Patrick Driscoll, Essex St.
Indian Ridge School	James A. Eaton, 19 Cuba St.
Bradlee School	James McGhie, Ballardvale
Richardson School	William McEwan, 19 Haverhill St.
West Centre School	Granville K. Cutler, Lowell St.
North School	John Crowley, R. F. D. 1
Bailey School	Rose Deveau, R. F. D. 1, Lowell, Mass.
Osgood School	George Spickler, R. F. D. 1

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## COMMITTEE MEETINGS

The first Tuesday of each month, except July and August, at 7.30 p. m., in the School Committee Rooms, Punchard High School.

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## SUPERINTENDENT'S OFFICE HOURS

8-8.30 a. m.; 4-5 p. m., on school days.  
7-7.30 p. m., Tuesdays, Fridays.

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## NO-SCHOOL SIGNAL

The no-school signal is given by means of the fire alarm bell and whistle. When the signal 3-3-3 is heard at 7.15 o'clock in the morning, there will be no session of the Punchard School. When the signal is given at 8 a. m. there will be no session of the grades below the high school in the forenoon, and when it is sounded at 12.30 p. m., these grades will have no session in the afternoon. Should the same signal be heard at 8.30 a. m., or at 1 p. m., there will be no session of the first three grades.

# FINANCIAL STATEMENT

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## GENERAL EXPENSES

### School Committee:

Clerk, Telephone, School Report	\$ 766.98	\$ 766.98
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### Superintendent:

Salary, Attendance Officer	2660.57	
Office and Miscellaneous	182.77	
	<hr/>	2843.34

## EXPENSES OF INSTRUCTION

### Supervisors:

Salaries	2544.72	
Carriage Hire	121.84	
	<hr/>	2666.56

### Teachers:

High School	7104.23	
Elementary	24519.03	
	<hr/>	31623.26

### Textbooks:

High	432.21	
Elementary	540.02	
	<hr/>	972.23

### Supplies:

High School and Manual Training	580.49	
Elementary and Domestic Science	1210.75	
	<hr/>	1791.24

## EXPENSES OF OPERATION

Janitors	4386.52	
Fuel	8480.82	
Miscellaneous		
High	336.69	
Elementary	705.58	
	<hr/>	13909.61

## MAINTENANCE

Repairs	2654.68	2654.68
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## AUXILIARY AGENCIES

## Health

School Physician and Other Expenses	218.28	
Transportation	2705.27	
	<u>          </u>	2923.55

## MISCELLANEOUS

Tuition	425.77	
Sundries	89.30	
	<u>          </u>	515.07

## OUTLAYS

Alterations and New Equipment	123.00	123.00
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## SUMMARY OF RECEIPTS AND EXPENDITURES

Appropriation	\$60000.00	
Miscellaneous Receipts	795.75	
	<u>          </u>	60795.75
Total expenditures		60789.52
		<u>          </u>
Balance Unexpended		6.23



## TRUSTEES OF PUNCHARD FREE SCHOOL

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SAMUEL H. BOUTWELL      REV. CHARLES W. HENRY  
MYRON E. GUTTERSON      HARRY H. NOYES  
REV. NEWMAN MATTHEWS      HARRY M. EAMES  
REV. E. VICTOR BIGELOW      FRANK T. CARLTON

*President,* SAMUEL H. BOUTWELL

*Clerk and Treasurer,* HARRY H. NOYES

### *Visiting Committee*

MYRON E. GUTTERSON      REV. E. VICTOR BIGELOW  
REV. NEWMAN MATTHEWS

### *Finance Committee*

HARRY H. NOYES      SAMUEL H. BOUTWELL  
HARRY M. EAMES

### *Auditing Committee*

HARRY M. EAMES      FRANK T. CARLTON

# REPORT OF THE SUPERINTENDENT OF SCHOOLS

*To the School Committee of Andover:*

LADIES AND GENTLEMEN:

I have the honor to submit my third annual report which is the twenty-ninth in the series of similar reports. The last annual report gave outlines of some important features of school work. This report will mention those features briefly, some additional ones due to the unusual conditions which have existed during the last year, and some of the purposes and objectives of what is usually considered routine school work.

IN GENERAL.

The home gardens, the same as last year, have been financed and managed by interested citizens and continued as supplementary to school work, but with much closer and more satisfactory coordination, due to the fact that they were placed in charge of one of the regular teachers, Mrs. Cecelia Derrah.

The courses in domestic economy have been carried on, and have been carefully adapted to the new household economic conditions which have arisen on account of the war. A report by Miss Portia Clough, instructor in these courses, follows, and will be read with interest.

The courses in manual training and drawing have been combined and correlated under a single supervisor, Mr. Carl H. Adams. While this combination makes it impossible for the supervisor of these courses to give as much time to actual teaching as in previous years, it has, however, on the whole proved beneficial—especially to the work in drawing. I feel that new vigor and force is being put into the work in drawing, owing to the new arrangement. Mr. Adams' report follows and will give an outline of the work and tell his purposes.

Music is being carried on with usual success under the direction of Miss Betridge Tucker. We regretted very much the resignation of Miss Meyer, to accept a more lucrative position in a

larger place. Miss Meyer had done very efficient work in music in the public schools in Andover for the last three and one-half years.

The fresh-air room has been continued another year. The experiment has proved a success. In this room, the children have more vigor and consequently greater mental activity.

Unusual financial conditions produced by war times made it absolutely necessary to curtail school expenses in many ways. This made it seem best for a time at least, to dispense with the physical training supervisor and also the services of the school nurse. It is hoped that conditions will shape themselves in the near future so that some one may be placed in charge of the physical training and health of the school children.

#### WAR WORK.

At the time when the last annual report went to press the Junior Red Cross was being organized in the schools. Before the end of the school year we enrolled one hundred per cent. and had turned over to the Senior Red Cross, in cash and amount of work done, much more than was necessary to obtain one hundred per cent. membership. Throughout the entire year the children of the schools have seriously and conscientiously worked to help the Red Cross activities.

The schools have continued their activities in buying liberty bonds, thrift stamps and war savings stamps and have taken also an earnest and acceptable part in the Victory Boys and Victory Girls Campaign. Keen interest, genuine spirit and the actual assistance that the children in town have been able to render in connection with the great war movements of the past year, have been extremely interesting and gratifying. They have shown that they have entered with unusual insight into the solution of the problems which have faced this country. The benefit of lessons learned by them cannot be measured. The campaign for the sale of thrift and war savings stamps was really quite remarkable. Out of eleven hundred children enrolled in the public schools, nearly nine hundred bought thrift stamps. In several rooms one hundred per cent. of the children were purchasers. The

aggregate amount of the stamps held December thirty-first, nineteen eighteen, by the school children of Andover, was \$12,249.33. A large per cent. of this amount was handled directly by the teachers through the office of the superintendent. This movement in itself has been a great lesson in saving and thrift.

The manual training department has carried out a very interesting war project. The Social Service Department of the Massachusetts General Hospital through the kindness of Miss Mary Byers Smith of the school committee, placed an order with the boys in the manual training department for twenty-six hospital tables at a fixed price which gave the boys a slight margin on each table for their labor. The boys were much pleased at the opportunity to do something to help in the war work. The money that they received for their labor has been spent by them in purchasing memberships in the Junior Red Cross. The carrying out of such projects adds interest to the work of the department and cultivates a good spirit among the boys.

#### INTERRUPTED SESSIONS.

We have just passed through what is probably the most trying time which the public schools of the country have ever experienced. The great epidemic which has placed its imprint so heavily on this year, has affected the schools perhaps more vitally than any other organization. Sickness at home, sickness among the pupils and among the teachers has caused a series of broken sessions and interrupted work. Beginning September 26th, the schools were closed for a period of four weeks and two days. Schools were then re-opened. Conditions were practically as though the schools had not been in session at all. With poor and irregular attendance, the schools were continued until the eleventh of December when it was deemed best to close again on account of the great amount of sickness in town. The following Monday, schools again reopened, but until the present time nearly twenty per cent. of the children in town have been absent from the regular sessions of school. Of course, the results have proved serious. All attendance records have been shattered and discipline has been far more difficult on account of the

uneasiness and unrest of the children through the irregularity of school life. So much time has been lost from this omission of sessions and from the irregularity of attendance, which makes it necessary to repeat a great deal of work, that it will be impossible to make it entirely up. It has also been impossible to hold regular teachers' meetings or to follow regular courses of study or outlines.

The school committee have adopted a revised calendar for the remainder of the year which will be found in the latter part of the report. This calendar provides for the making up of a part of the time. It has not as yet been deemed best to lengthen the school day or week. Teachers are, however, trying to concentrate forcibly upon the so-called essentials of school and are urging the children to do more home studying than usual, wherever it may be done without injury.

#### COURSES IN ENGLISH.

Reading is continuous throughout the grades. For the first four years, oral reading is the principal work. The Aldine Readers, published by Newson and Company, are the basal text. In this period the child is taught the mechanics of reading, learns phonetics, and groups words into families according to the sound, and generally reads each year six or more books well graded to his ability.

At the end of the fourth year, the average child is able to determine most words by analysis and sounding the parts. Besides this drill for oral reading, the child is trained to read thoughtfully and intelligently to himself. In addition to the regular phonetic work in the fifth grade the use of the dictionary is taught, so that pupils may learn to pronounce and find the meanings of unfamiliar words. After the fourth grade, reading is largely a study of selections with a view to getting the meaning and expressing it to others, and to cultivating a taste for the best literature. Throughout the entire course great care is used in the selection of readers and subject matter. It is hoped that all the pupils will be interested to cultivate the habit and desire to read only the best. To still further increase the interest



of children in the choice of reading, there is arranged a list of graded memory selections. About ten of these selection are learned each year, chosen from standard authors. In the study of literature the public library works in cooperation with the teachers, and from time to time suggestive lists of books are given to the children or posted where they may see them.

Composition, another phase of the English work, resolves itself into oral and written. Until recently, written composition has been considered of more importance. At present, however, educators are coming to believe that the ability of the child to express himself orally on subjects that are of interest or importance to him is perhaps of equal if not greater value. Consequently work in oral composition is gradually being given more time. Written work begins with the second grade and increases gradually with the development of the child. The aim of the oral work is to develop the ability of the child to stand before the class and talk for a minute or two upon a subject within the range of his knowledge, and especially to speak plainly in clearly worded sentences and without common grammatical errors. The aim of the written composition is to write with a fair degree of facility and originality on subjects within the range of a pupil's experience or interest.

Technical grammar is taken up in the seventh and eighth grades.

Spelling is taught in all the grades. In addition to the words taken from the regular textbooks, there are words from the compositions, the reading lessons, and other sources which correlate the work in spelling with the other courses. Owing to the special impetus given to spelling by the annual Lincoln spelling contest, spelling in Andover is very good.

## HISTORY.

Sarah A. Dyne says: "The first step toward laying a foundation for future study of history and of other social subjects is to deepen the child's appreciation of the human relations with which he is already familiar, in other words, to socialize him". Consequently the study of history begins with the child's immediate

environment, — the home, the school, the town, — and the work of the first three grades is to widen the horizon of the child's conscious life. The work of the fourth and fifth grades aims to familiarize the child with early colonial life, and some other of the important events in American history. This is done largely through the study of the biographies of great men of the period. In the sixth grade the work aims to give the child some of the events in European history that have influenced civilization in our own country, and show how the ideas and history of one country may become world wide. Seventh and eighth grades make systematic study of United States history, laying emphasis as far as possible on the causes and results of historic facts. The history course has recently been broadened and deepened in its scope through the introduction of a course in social science. The purpose of this course is to instil in the mind of the child a civic pride and national patriotism which are closely allied with the true aims of teaching history.

#### ARITHMETIC.

Gray's Development in Numbers is used as the method of teaching numbers to small children of the first three grades. In these grades the simple combinations of addition, subtraction, multiplication and division are thoroughly taught, and the children are expected to give the combinations readily and rapidly when asked to do so. The four fundamental processes, — addition, subtraction, multiplication and division, are taught in grades four and five with the addition of common fractions in the fifth grade. In the sixth grade denominate numbers, processes of common fractions and decimal fractions are taught. Percentage is the chief subject of the seventh grade and in the eighth grade numerous applications of percentage and other arithmetical principles are taken up. There is an endeavor throughout the courses to make the work as practical as possible and give problems that occur in every day life. A great deal of drill work and many accuracy tests are given. Probably there is more fault found with teaching arithmetic in the public schools than with the teaching of any other subject. There undoubtedly



is a failure in accuracy among the children. However, any amount of excellent teaching or drilling will not entirely do away with inaccuracy. Much may be accomplished but many minds are so constituted that they cannot be absolutely accurate.

#### GEOGRAPHY.

The formal study of geography is begun in the fourth grade. The plan of the course is to develop the subject in its broader sense from the knowledge the children have already gained from their environment. Hence first comes the study of home geography. The physical, political, and commercial geography of Andover is within the experience and grasp of the children of this age. In the fifth grade the children study the earth as a whole — the United States and the other large divisions with especial attention given to the study of the New England States. In the sixth grade North America and United States in particular are studied intensively. In the seventh grade other countries of the world are considered. Throughout the entire course in geography it has been purposed to emphasize industrial and commercial rather more than political geography. Physical geography has also received its due proportion of time.

Just at present the political geography of Europe and geography through the world is in a most chaotic condition. In Europe practically all political divisions are being reshaped and forms of government are being changed. The industrial and commercial activities of the entire world are extremely irregular and uncertain. In some parts of the world, they are entirely destroyed, while in others they are going on with unusual activity, but along unusual lines. During the next few years the geography of the entire world will be re-written and the subject approached from an entirely different viewpoint than at present.

#### SCHOOL GROUNDS.

The grounds about most of the schoolhouses, and especially about the central plant, admit of a possibility of splendid development. Part of them are already in fine condition and present

a pleasing appearance. Much has already been done about the high school. Some walks have been laid out, shrubbery and ivy planted, and considerable grading done. The grading and seeding of the lawn in front of the high school building should be completed at once. When this is done, the public grounds from Chestnut Street to the limit of the Stowe School yard on Bartlet Street will present an unbroken lawn, which will be especially noteworthy. The central school grounds with the playstead in the rear and the park on one side, probably form as good a layout as can be found in New England. The care of it is certainly worthy of careful attention.

#### CONSOLIDATION OF SCHOOLS.

Owing to the increased expenses of maintaining the schools, and the fact that the enrollment in some schools was rather small it was thought best to make some consolidation. Where two rooms have been maintained in the North School, only one was opened in the fall. This makes rather a large school, considering there are eight grades, and may be a condition which the town will not wish to have exist in normal times. At the Bradlee School the first five grades in the winter of 1918 became very small and were consolidated into three rooms doing away with one teacher. At Indian Ridge it was possible to do with one less teacher. Beyond these changes the grading has remained practically the same all the year.

#### TEACHERS.

Four teachers deserving special mention have left the service during the last year. I refer to Miss Edna G. Chapin who served for twelve years as the efficient head of the commercial department; Miss Katherine Hannon, who served for twelve years—the greater part of this time, in the fourth grade in John Dove School; Miss Anne M. Downes, who taught in town twenty years—the greater part of the time as principal of John Dove and S. C. Jackson Schools; and Miss Emma Ward, whose term of service was twenty-three years in the Richardson and other

schools in town. These teachers should receive special words of commendation and appreciation on account of their efficient work and their long terms of service. A period of twelve to twenty-three years of public service in one locality is rather unusual. Those who are induced to stay such long periods help to maintain the stability and standard of the teaching force.

#### CONCLUSION.

The end of a most trying and disastrous period in the history of public school education in Massachusetts is now apparently rapidly approaching. When in the future this period is reviewed there will be seen, in what now is so dark and unsatisfactory, much good. It is, undoubtedly, a transition period in which schedules, ideals, and values have crumbled. A new and more vigorous form of public school education is taking the place of the old.

It is fitting that I should at this time express to the members of the school committee my appreciation of the calm, thoughtful consideration which you have given to the trying events of the year. Your loyal support has helped much in the solution of many difficult problems.

Respectfully submitted,

HENRY C. SANBORN,

*Superintendent of Schools*

## REPORT OF THE PRINCIPAL OF THE PUNCHARD HIGH SCHOOL.

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*To the Superintendent of Schools and the Trustees of the Punchard Free School.*

GENTLEMEN: I have the honor to submit my ninth annual report as principal.

The war's effect on our attendance, noted in my last report, apparently reached its maximum last spring, for the fall term opened with a larger number of pupils, though the registration was not as large as normal times would probably have seen. The present enrollment is 211. The call for high school graduates for the S. A. T. C. emphasized the value of the diploma in the eyes of the present pupils and the testimony of our own graduates in the army and navy to the need of continuing the high school course to its end has been a valuable incentive to remaining in school.

A course in Spanish was offered in September to the commercial pupils of the two upper classes and a good-sized group entered. A second year will be added next fall. We were fortunate in having one of our own teaching staff who could undertake this work. Under Miss Loftus, the class is making good progress.

A highly appreciated addition to our resources has come in the form of a large gift of books for our school library from Mrs. Joseph W. Smith and others. We are especially grateful to Miss Mary Byers Smith of the school committee, for her interest in the library, and to Miss Brown and Miss Twichell of the Memorial Hall Library for their valuable assistance in cataloging

our collection of books. Miss Smith of our English department has been generous of her time and work as voluntary librarian. With the consent of the governing boards, the room and its books will be known as the Goldsmith Library in honor of the late William Goldsmith, for many years the principal of the school.

About three hundred dollars from the appropriation for the new building has been used to purchase apparatus for the science department. This, of course, is but the beginning of an equipment which has long been neglected. I recommend the setting aside each year of a definite sum from the general appropriation for the purchase of new materials for the laboratories.

Punchard Hall needs a new piano badly. It is impossible to invite good musicians to appear before the school while we provide them with no instrument that is not an insult to their abilities. Some years ago a fund was started for a new piano. It amounts now to a little over a hundred dollars. Has not the time come to ask for such an addition to this fund that a piano worthy the name of music may be provided?

I again call your attention to the lack of some form of physical education which shall afford every member of the school the needed training in proper carriage and the correction of small defects which will yield to systematic exercise. The difficulty lies in finding the necessary time for such drill. It cannot be taken from the all-too-short hours of teaching.

The past year has seen the constant participation of the students in many forms of service occasioned by the war. For the second year we have a 100% membership in the Junior Red Cross. No appeal to the students has failed of a generous response. We have tried in every class room to utilize the inspiration of these tremendous days so as to create a loyal, intelligent citizenship and an understanding of the nation's relation to the problems of a universal democracy.

One of the lessons of the war has been the discovery of the surprising amount of training that can be acquired and the information that can be mastered by the average young person, in a brief period of intensive work. We have already heard a good deal about the reconstruction of education after the war, but it

seems to me that the teacher's task will still be to insist vigorously on the satisfying rewards of hard study and the inspiration of intelligent service in whatever field of activity a youth finds himself.

Respectfully submitted,

N. C. HAMBLIN



## MANUAL ARTS SUPERVISOR'S REPORT

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By placing the work in Manual Training and Drawing under one supervisor, a better chance to study the situation and adapt work of a vital and practical nature has resulted. An opportunity to understand local conditions, and to apply principles which should bring the best results has made the work in all grades tend to develop a spirit of earnest effort to do one's best. No two schools are given the same outline for work and when possible, special work is arranged to develop desired qualities in the individual. In all work, neatness, exactness and powers of observation are the foremost qualities planned to be developed in the pupil through the methods employed. Practise has superseded theory; the pupil learning and developing by doing.

The aim in drawing has been to train the eye to see correctly, and to give the hand skill in putting on paper what has been gained by observation. In some cases color work has predominated; the object being to work out the problem with as much attention to natural beauty as the fitness to purpose permits. Much practise work is done when a law is being taught (as in model construction work) and artistic results then give way to careful study. The present outlines permit a gradual development in the work from grade one through the high school. Much care has been taken to keep the actual working out of the problems within the ability of the pupils, but the aim in the scheme for development has been just beyond his reach.

The district and village schools have kept on an equal footing with the town schools and the interest in the work has increased with the development of the outline.

Tools and materials have been of the kind a pupil could have in the home, and advanced ideas in drawing methods have been abandoned to wholesome, serious work in line and color.



In every grade the teachers have shown a kindly interest in the work, and the pupils have responded cheerfully and with an unmistakable desire to master the work in hand.

In the High School courses, model drawing, flat color washes in group studies, folio and book-cover designing have comprised the outline.

In the classes in Manual Training each boy has made models from his own drawings. Several of these working drawings were dictated to the classes, but in other instances each boy has worked out his own plans. An effort has been made to have each boy make an object which is needed in his home. When the plan has been too difficult for the pupil, the problem has been worked out with the individual attention of the instructor. In the beginners' classes care has been taken to give each boy a thorough knowledge of the uses of simple tools, and the aim has been to accomplish the results with the fewest tools, the smallest waste of material, and in the quickest way. This being the only study teaching accuracy, the work finds a big place in the development of the boy. It has the happy qualities of presenting work as play, and of giving a material result which encourages further attempts, and instils a desire to give one's best efforts.

Respectfully submitted,

CARL HERBERT ADAMS,

*Supervisor of Manual Arts*

## REPORT OF DOMESTIC ECONOMY SUPERVISOR FOR THE YEAR 1918

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*To the Superintendent of Schools:*

At present there are one hundred and twenty-five pupils taking Domestic Science as an elective study. We are trying to follow as far as possible the wishes of the United States Food Administration and are cooperating with them in using substitutes and simplifying our food habits. The food problem is a serious one. The pupils, perhaps, will realize this only by studying it in school, but we want it carried into the homes and more-over practised there. The parents are earnestly requested to cooperate as far as possible in this, by letting pupils help in the home, wherever possible. Extra credit is given for home work in Domestic Science.

I personally feel that the tasks of domestic drudgery, as they are called by some, should be raised to a higher standard so that the girls instead of disliking household duties, will feel happy and proud in keeping their homes clean and neat, and that by so doing, they are giving real service to their country, and are, in fact, true Americans.

Respectfully submitted,

PORTIA ELIZABETH CLOUGH,

*Supervisor of Domestic Economy*

# REPORT OF THE MUSIC SUPERVISOR FOR THE YEAR 1918

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*Mr. Henry C. Sanborn, Superintendent of Schools.*

DEAR SIR: I herewith submit my first report as supervisor of music in the public schools of Andover.

The work is being continued along lines similar to those of previous years. Our aims in general are

1. To create in the child a love for good music.
2. To develop a musical voice.
3. To develop the power to read music readily at sight.
4. To acquire the art of interpreting songs.

At the high school we have a girls' glee club in addition to the weekly period of chorus work in which the whole school participates. I strongly recommend that next year we offer a course in music appreciation and another in elementary harmony to those pupils who are particularly interested in music.

Strictly speaking, the aims of music in our schools should be two-fold: participation and appreciation. Besides learning to sing, our boys and girls ought to know how to listen to music intelligently. One cannot escape hearing it wherever he goes. A systematic course of study in appreciation in the grades, culminating with advanced work in the high school, would train pupils to listen to music which they hear with a sense of discrimination, a greater degree of intelligence and an added pleasure. The most practical way of presenting the subject is by means of the victrola. Fortunately most of our schools are provided with one. If we were able to purchase machines for the few buildings which haven't them, and a small library of records chosen to illustrate certain points, the arrangement would be ideal.

Your interest in the work, and the very fine spirit of co-operation among the teachers are two essential factors which make for the success of music in the schools of Andover.

Respectfully submitted,

BETRIDGE TUCKER,  
*Supervisor*

## SCHOOL PHYSICIAN

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*To the Superintendent of Schools.*

I herewith present my report for the period from January 1918, to January 1919.

The epidemic of influenza presented the most notable problem during the past year. It was found necessary to close the schools during two periods of incidence of the disease. This measure, combined with the closing of the churches, church schools and places of amusement, was without doubt helpful in preventing the further spread of the disease.

As an additional precaution, and through the generosity of the Andover Branch of the American Red Cross, it has been made possible to have a school nurse for the next few months.

Miss Eldred, who has been appointed to the position, is carrying on the regular duties of the school nurse, as well as following up all the cases of influenza which occur among the school children. At the present time we are having a small epidemic of whooping-cough, so that her work is of added value.

Experience has proved the value of the school nurse, especially in reducing the number of seclusions of children on account of minor illnesses. Many of these, when treated by the nurse in school, do not prevent the regular attendance of the child. She aids the teachers in detecting the first signs of approaching illness and sees that all excluded cases are placed under treatment as soon as may be, so that there is the least possible loss of time from school and interference with education. In certain principles and processes of hygiene she is in many cases not only the instructor of the pupil, but of the parents and other members of the family. This is convincing evidence that such service certainly improves the health of the community, and it is hoped that in the near future, with business conditions more normal,

it will be possible to have a school nurse employed for the whole school year.

Aside from the influenza and whooping-cough, there have been no epidemics and only isolated cases of diphtheria and scarlet fever, from which there were no contact cases.

The open school in the John Dove building is being continued and it is only necessary to step into this room and make note of the air and children to vote it a success.

The vaccination of the pupils has been carried out as usual and all the children are now vaccinated or have certificates of exemption for various causes.

An unusually large number of health certificates, especially during the spring term, have been given to those who are leaving school to enter industries. This was evidently due to an increased demand for labor arising from war conditions.

The sanitary condition of the buildings and surroundings has been found satisfactory.

Respectfully submitted,

W. D. WALKER

## REPORT OF ATTENDANCE OFFICER

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*To the Superintendent of Schools.*

I hereby submit the following report for the year 1918.

Number of cases reported . . . . .	63
Number of cases investigated . . . . .	63
Number of truants . . . . .	20
Number of absences with legal excuse . . . . .	1
Number absent because of sickness . . . . .	19
Number absent for lack of clothing . . . . .	8
Number absent to help at home . . . . .	7
Number absent for other insufficient reasons . . . . .	7
Number of cases prosecuted . . . . .	1

Respectfully submitted

WILLIAM FRYE

*Attendance Officer*

## APPENDIX



## SCHOOL CALENDAR

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1919

### WINTER TERM — THIRTEEN WEEKS (Revised)

December 30, Monday	Second term begins
February 22, Saturday	Washington's Birthday, Holiday
March 28, Friday	Second term ends

### RECESS — ONE WEEK

### SPRING TERM — TWELVE WEEKS (Revised)

April 7, Monday	Third term begins
April 11, Friday	Barnard Prize Speaking
April 19, Saturday	Patriots' Day, Holiday
May 16, Friday, 7.30 p. m.	Lincoln Spelling Contest
May 30, Friday	Memorial Day, Holiday
June 25, Wednesday, 3.45 p.m.	Class Day Exercises
June 26, Thursday, 3.45 p. m.	Grammar School Graduation
June 26, Thursday, 8.00 p. m.	High School Graduation
June 27, Friday	Third term ends

### FALL TERM — FIFTEEN WEEKS

September 8, Monday	First term begins
October 12, Sunday	Columbus Day, Holiday
November 27, Thursday	Thanksgiving Day, Holiday
November 28, Friday	Special Holiday
December 12, Friday, 7.45 p.m.	Goldsmith Prize Speaking
December 19, Friday	First term ends

1920

## WINTER TERM — EIGHT WEEKS

December 29, Monday	Second term begins
January 1, Thursday	New Year's Day, Holiday
February 20, Friday	Second term ends

## RECESS — ONE WEEK

## SPRING TERM — EIGHT WEEKS

March 1, Monday	Third term begins
April 11, Friday, 7.45 p. m.	Barnard Prize Speaking
April 23, Friday	Third term ends

## RECESS — ONE WEEK

## SUMMER TERM — SEVEN WEEKS

May 3, Monday	Fourth term begins
May 14, Friday, 7.30 p. m.	Lincoln Spelling Contest
May 30, Sunday	Memorial Day, Holiday
June 16, Wednesday, 3.45 p.m.	Class Day Exercises
June 17, Thursday, 3.30 p. m.	Grammar School Graduation
June 17, Thursday, 8.00 p. m.	High School Graduation
June 18, Friday	Fourth term ends.

## ATTENDANCE BANNER WINNERS

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<i>Month</i>	<i>Teacher</i>	<i>School</i>	<i>Per-centage</i>
January	Miss Battles	Richardson	98.8
February	Miss Dunton	Indian Ridge	97.4
March	Miss Battles	Richardson	97.6
April	Miss McNally	North	98.6
May	Miss Dodge	Stowe	97.1
June	Mrs. Derrah	Stowe	98.9
October	Miss Spaulding	Bradlee	97.7
November	Miss McNally	Richardson	99.0
December	Miss Battles	Richardson	95.7

# ATTENDANCE STATISTICS—1918

SCHOOL	GRADE	ENROLLMENT							Total Membership	Average Membership	Average Attendance	Per cent of Attendance
		Boys	Girls	Total	5 to 7 years	7 to 14 years	14 to 16 years	Over 16 years				
PUNCHARD	High	99	134	233	0	41	113	79	233	198	186	93.8
STOWE	VIII	18	27	45	0	39	6	0	45	41	39	95.1
	VIII	7	26	33	0	29	4	0	44	34	33	95.6
	VII	21	20	41	0	39	2	0	54	41	39	94.
	VII	21	22	43	0	39	4	0	45	40	37	94.1
	VI	21	19	40	0	40	3	0	42	37	35	96.6
	VI	19	23	42	0	39	1	0	42	38	36	94.5
JOHN DOVE	V	23	14	37	0	36	0	0	37	34	32	94.7
	V	17	18	35	0	35	0	0	39	34	32	93.8
	IV	18	27	45	0	45	0	0	45	40	38	94.1
	III	16	11	27	0	27	0	0	34	30	28	92.
	III	13	11	24	0	24	0	0	31	29	26	90.4
	II	18	13	31	1	30	0	0	33	21	25	88.1
S. C. JACKSON	I	9	18	21	20	0	0	0	29	26	24	91.4
	I	17	12	29	15	14	0	0	35	29	26	90.5
	I	11	21	32	21	11	0	0	35	31	28	92.1
INDIAN RIDGE	VI, V	10	17	27	0	27	0	0	29	22	22	96.7
	V, IV	13	13	26	0	26	0	0	27	23	22	95.1
	III, II	15	18	33	0	32	1	0	34	28	26	95.
	II, I	15	21	36	24	12	0	0	38	31	29	94.1
BRADLEE	VII, VI	14	6	20	0	17	3	0	33	27	25	94.1
	V, IV	9	20	29	0	27	1	1	33	30	29	95.7
	III, II	15	8	23	4	19	0	0	40	34	32	93.5
	I	11	10	21	13	8	0	0	24	21	20	93.
RICHARDSON	IV-VI	15	14	29	0	29	0	0	29	25	24	94.9
	I-III	15	19	34	9	25	0	0	37	33	32	96.7
WEST CENTER	V-VIII	11	12	23	0	20	3	0	23	20	18	93.5
	I-IV	16	11	27	8	19	0	0	32	25	21	87.6
NORTH	V-VIII	7	9	16	0	13	3	0	16	13	12	93.4
	I-IV	15	10	25	2	23	0	0	25	14	12	85.
BAILEY	I-VIII	16	14	30	5	22	2	1	30	23	22	92.8
OSGOOD	I-VIII	14	12	26	5	19	2	0	32	23	22	92.3

# TEACHERS

JANUARY 1, 1918 — JANUARY 1, 1919

SCHOOL	GRADE	NAME	First Election	Resignation	EDUCATION
PUNCHARD	Principal — Latin Science English	Nathan C. Hamblin	1910		Harvard University
		Eugene V. Lovely	1911		Bates College
		Mary L. Smith	1914		Smith College
	Mathematics	Edna Simmons	1916		Boston University
		Marjorie Faunce	1918		Boston University
	Business	Sarah B. Coddling	1917	1918	Boston University
		Edna S. Bennett	1918		Bryant & Stratton
		Ella S. Morrill	1912	**	Framingham Normal
	French and German	Nathalie B. Upton	1918	1918	St. Lawrence University
	History	Helen DeM. Dunn	1914		Radcliffe College
STOWE	Domestic Science	Elizabeth Loftus	1911		Tufts College
	Principal — Mathematics	Portia Clough	1916		Framingham Normal
	English	Clara Putnam	1916		Symonds High School
	History	Etta M. Dodge	1909	**	Concord (N. H.) High School
	Arithmetic	Pauline Coppinger	1917		Hyannis Normal
	Geography	Bernice G. Stimpson	1913		Gorham Normal
		Bernice B. Abbott	1912		Lowell Normal
		Cecelia Derrah	1911	l.v. of absce.	Salem Normal
	Principal — VI	Alice S. Coutts	1916	**	Salem Normal
	VI	Carolyn Dean	1892		Punchard High School
JOHN DOVE	IV	Anne M. Downes	1898	1918	Symonds High School
		Margaret Kimball	1918		Lowell Normal
		Katherine Hannon	1906	1918	Lowell Normal
		Lillian Ness	1918		Perry Normal (Boston)
	IV	Ella S. Thomas	1918		Smith College
	III	Olive Waterhouse	1916		Salem Normal
	III	Edith Johnson	1913		Jackson College
	II	E. Mac Chase	1913		Amesbury High School
	I	Florence I. Abbott	1893		Salem Normal
	I	Adele Duval	1898		Winona (Minn.) Normal
S. C. JACKSON	I	Florence Prevost	1898		Wheelock K'g't'n' Tr. School

# TEACHERS—Continued

JANUARY 1, 1918 — JANUARY 1, 1919

SCHOOL	GRADE	NAME	First Election	Resig- nation	EDUCATION
INDIAN RIDGE	Principal—V, VI III, IV III	Helen Hartford	1913	1918	Lowell Normal
		Eilene Powers	1915		Fitchburg Normal
		Florence Duntun	1916		Gorham Normal
		Jessie Brown	1914		Brandon Training
BRADLEE	Principal—VII, VI II, I IV, V III, II	Grace Hill	1900	1918	Salem Normal
		Blanche Spaulding	1916		Lowell Normal
		Anna Nelson	1917		Framingham Normal
		Rubina Copeland	1910		Framingham Normal
RICHARDSON	Principal—I-III IV-VI	Helen Battles	1886	1918	Punchard High School
		Emma L. Ward	1907		†Oberlin College
		Genevieve McNally	1917		Salem Normal
		Emily Carleton	1901		Johnson High
WEST CENTER	Principal—V-VIII I-IV I-VIII I-VIII	Mildred Morris	1914	**	Salem Normal
		Olga Olson	1918		Fitchburg Normal
		Irene Arnold	1918		
		Ella S. Morrill	1912		Framingham Normal
NORTP BAILEY	I-VIII	Hallie Stimpson	1914	**	Bridgewater Normal
OSGOOD	I-VIII			1918	
SUPERVISORS AND SPECIAL	Music	Pauline Meyer	1914	1918	Lowell Normal
		Betridge Tucker	1918		Lowell Normal
	Drawing	Paula Clough	1916	1918	Massachusetts Normal Art
		Carl H. Adams	1918		Massachusetts Normal Art
	Manual Training	William B. Hazelton	1915	1918	Cornell Summer School
		Carl H. Adams	1918		Massachusetts Normal Art
	Domestic Science	Portia Clough	1916	1918	Framingham Normal
		Vivian Taylor	1915		Sargent School
	Physical Training			1918	

†Attended without graduating

\*\*Transferred

# PRIZE AWARDS

1918

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## PUNCHARD SCHOOL

The Barnard prizes for excellence in composition and oral delivery:

First, twenty dollars, Marion Hill, '19.

Second, twelve dollars, Helen Higgins, '19.

Third, eight dollars, Mildred Hess, '18.

The Goldsmith prizes offered by the Alumni Association for excellence in speaking:

Girls' prize, five dollars, Marion Hill, '19.

Boys' prize, five dollars, James Brewster, '19.

The M. E. Gutterson botanical prizes:

First, five dollars, Esther Boutwell, '20.

Second, three dollars, Marion White, '20.

The prizes for excellence in first-year Latin:

First, five dollars, Elizabeth McClellan, '21.

Second, three dollars, Gertrude Franklin, '21.

The Parker Memorial Prize to the member of the senior class who has won his "P" twice, and has stood highest among the athletes in scholarship:

Ten dollars, Harold Walker, '18.

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## LINCOLN SPELLING MATCH PRIZES

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### GENERAL PRIZES

First, Elizabeth Byrnes, Punchard.

Second, Charlotte Keith, Punchard.

Third, Marie Brady, Sixth Grade.



## GRADE PRIZES

## GRADE VIII

First, Mina Noyes, West Center.  
Second, Emil Mueller, West Center.

## GRADE VII

First, Viola Cashman, Stowe.  
Second, Margaret Valentine, Stowe.

## GRADE VI

First, Marie Brady, Stowe.  
Second, Roger Lewis, West Center.

## GRADE V

First, Hugh McClellan, John Dove.  
Second, Hiland Holt, John Dove.

# FIFTY-EIGHTH COMMENCEMENT EXERCISES

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Tuesday, June 25, 1918, at 3.30 p.m. Punchard Class Day Exercises.  
Wednesday, June 26, at 3.30 p.m. Grammar School Graduation at Town Hall.  
Wednesday, June 26, at 8.00 p.m. High School Graduation at Town Hall.  
Thursday, June 27, at 8.00 p.m. Alumni Reception to the Graduating Class  
at Town Hall.

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## CLASS DAY EXERCISES

ADDRESS OF WELCOME	William J. Cronin, <i>Class President</i>
CLASS HISTORY	Harold B. Walker
CLASS STATISTICS	Vera V. Leslie
CLASS GIFTS	Amy S. Lundgren
ADDRESS TO UNDERGRADUATES	Charles F. Dalton
CLASS PROPHECY	Lollie M. Knight
CLASS WILL	Elizabeth B. Frederickson
THE CLASS SONG	

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## GRADUATION EXERCISES

PRAYER	Rev. E. Victor Bigelow	
SCHOOL CHORUS — Response		<i>Beethoven</i>
SALUTATORY AND ESSAY — Rising to the Occasion	Mary Josephine Manion	
GIRLS' GLEE CLUB — Joys of Spring		<i>Geibel</i>
ESSAY — Andover in the War	Bertha Jones Ladd	
SCHOOL CHORUS — National Song		<i>Grieg</i>
ESSAY — War Authors Who Have Gone Over the Top	David Hardwick Bigelow	
PRESENTATION OF PRIZES		
ESSAY AND VALEDICTORY — The Spirit of Service	Ruth Ellen Parker	
SCHOOL CHORUS — Valentine's Farewell		<i>Gounod</i>
PRESENTATION OF DIPLOMAS	Mr. Samuel H. Boutwell	
	President of Board of Trustees	
CLASS SONG		

Class of 1918

THE STAR-SPANGLED BANNER

Audience .

## CLASS SONG

Now to thee, dear Alma Mater,  
 In faith ever filial and true,  
 We'll sing your praise forever,  
 And our love to thee renew.  
 For at last school days are ended,  
 And now how short they seem,  
 As we look back through the vista,  
 Asking, "Is it but a dream?"

While toiling and struggling together,  
 Ties of friendship we have made,  
 And these ties can ne'er be broken,  
 For our love will never fade:  
 But still with thee we'll linger,  
 And to thy truths we'll cling,  
 And in lasting, sweet affection,  
 Ever shall thy praises sing.

One by one we'll tread life's pathway,  
 With our smiles and with our tears,  
 And although the road be thorny,  
 We will all forget our fears,  
 For we're on the road to vict'ry,  
 Though for rest we fain may sigh,  
 Pausing not but onward ever,  
 Till we reach our Home on high.

*Charlotte Keith, '18*

## THE CLASS OF 1918

David Hardwick Bigelow  
 Roy Leo Bowman  
 Ralph Kimball Cole  
 William Patrick Crenin  
 Charles Frederick Dalton  
 Gwendolyn Julia Fallon  
 Irene Fulton Franklin  
 Elizabeth Boland Frederickson  
 Martha Mildred Hess  
 Charlotte Stewart Holt  
 Charlotte Barnard Keith  
 Mary Frances Kendall  
 Lollie Mona Knight  
 Bertha Jones Ladd

Vera Verna Leslie  
 Amy Isabel Lundgren  
 Mary Josephine Manion  
 William Thompson McKee  
 Florence Cecelia O'Connell  
 Ruth Ellen Parker  
 Beatrice Mary Scott  
 Ann Paton Sellars  
 Isabel Louise Shattuck  
 Harold Ballard Walker  
 Raymond K. Webster  
 Harold Francis Wells  
 Elaine Christine Wetterberg

## GRAMMAR SCHOOL GRADUATION

WEDNESDAY AFTERNOON, JUNE 26, 1918 AT 3.30 o'clock

## MARCH

Miss Emily Walker

SONG — Twenty-third Psalm

*Mendelssohn*

Class

## PRAYER

Rev. F. A. Wilson

SONG — Off to the Front, from "Erminie"

*F. Jacobowski*

Class

## ADDRESS TO CLASS

Rev. F. A. Wilson

SONG — Rest

*Franz Abt*

Class

## PRESENTATION OF CERTIFICATES

Mr. Frederic G. Moore

SONG — March of the Spheres

*Karl Goldmark*

Arranged from Symphony "A Country Wedding"

## LIST OF GRADUATES OF GRAMMAR SCHOOL, 1918

## STOWE SCHOOL

Alley, Mary Elizabeth  
 Allicon, Gertrude  
 Barrett, Catherine Mary  
 Bigelow, V. Stoddard  
 Brady, Alice Gertrude  
 Buchan, Norman  
 Bullock, Margaret E.  
 Buttrick, Martha Elizabeth  
 Buxton, Beatrice E.  
 Carroll, Josephine Katherine  
 Carter, Russell Albert  
 Chandler, Gladstone L.  
 Clemons, Katherine D.  
 Comeau, Evangeline A.  
 Connor, Mary  
 Cole, James Norman  
 Dalton, Frances L.  
 Dentremont, Francis Harold

Hyde, Florence  
 Kean, Mabel S.  
 Ludlam, Ruth Elizabeth  
 Manning, Ethel B.  
 Marland, Charles E.  
 May, Margaret E.  
 McEwan, Christian D.  
 McKee, Evelyn I.  
 McLeish, Jean Patterson  
 Mears, Gladys L.  
 Morgan, Frances A.  
 Monan, Joseph Lawrence  
 Newman, Ruth F.  
 Newton, Mary  
 Otis, Helen M.  
 Otis, Henry J.  
 Pomeroy, Marjorie A.  
 Ramsdell, Minerva Ames

Dolan, Henry  
 Donovan, Katheryne  
 Downes, Hazel Marion  
 Dunnells, Ruth May  
 Fallon, Arthur G.  
 Foote, Alfred Sherman  
 Garland, George E.  
 Gallant, Florence M.  
 Guthrie, John  
 Hess, Grace M.  
 Hill, Isabel G.  
 Holland, Mary Viola  
 Holt, Doris Saunders  
 Hudon, Charles H.  
 Huggins, Dorothy Kempton  
 Hurley, Alice

Reddig, Debra Lucill  
 Renouf, Henry  
 Saunders, Walter E. B.  
 Spencer, Donald  
 Stanley, Ruth S.  
 Stearns, Marjorie  
 Sutcliffe, Frederick T.  
 Stewart, Lucy Catherine  
 Sweeney, Miriam L.  
 Stover, Florence M.  
 Tuttle, Murray  
 Wall, Mary Agnes  
 Wanamaker, Dorothy E.  
 Wells, Carl Vernon  
 Watson, Howard James  
 Wilkinson, Marion Haynes  
 Wright, Joseph G.

#### WEST CENTER SCHOOL

Carter, Bessie Lillian  
 Muller, Emil Bruno

Nicholas, Julia Margaret  
 Noyes, Mina Ballard

#### NORTH SCHOOL

Chlebowski, Mary Ann

O'Brien, Anna Rita

Hudgins, Dean Baker

#### BAILEY SCHOOL

Boutwell, Winona Florence

Deveau, Rose Mary

#### OSGOOD SCHOOL

Belisle, Everett

Chambers, Arthur

TOWN OF ANDOVER

MASSACHUSETTS

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ANNUAL REPORT

OF

THE SCHOOL COMMITTEE

FOR THE YEAR

1919

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ANDOVER, MASS.  
THE ANDOVER PRESS  
1920

Andover, Mass., Feb. 3, 1920

The School Committee voted to adopt the report of the Superintendent as its report for 1919.

G. A. CHRISTIE

*Secretary*



## SCHOOL COMMITTEE

DR. E. C. CONROY, <i>Chairman</i>	Term expires 1920
28 Essex Street	
GEORGE A. CHRISTIE, <i>Secretary</i>	Term expires 1920
115 Chestnut Street	
ALFRED E. STEARNS	Term expires 1920
6 Chapel Avenue	
EVERETT C. HILTON	Term expires 1921
67 High Street	
DAVID R. LAWSON	Term expires 1921
24 Wolcott Avenue	
MRS. EDWARD V. FRENCH	Term expires 1921
20 School Street	
MISS MARY B. SMITH	Term expires 1922
47 Central Street	
ROY H. BRADFORD	Term expires 1922
138 Main Street	
RALPH W. COLEMAN	Term expires 1922
32 Elm Street	

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### *Superintendent of Schools*

HENRY C. SANBORN 5 Locke Street  
Telephone: Office, 348W; Residence 364M

### *Clerk*

EMILY WALKER 40 Walnut Avenue  
Telephone: 393M

## GENERAL COMMITTEES

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### *Financial and Advisory*

DR. E. C. CONROY, *Chairman*

GEORGE A. CHRISTIE

DAVID R. LAWSON

### *Teachers*

ALFRED E. STEARNS, *Chairman*

MISS MARY B. SMITH

ROY H. BRADFORD

### *Buildings, Grounds and Equipment*

EVERETT C. HILTON, *Chairman*

MRS. EDWARD V. FRENCH

RALPH W. COLEMAN

## LIST OF TEACHERS

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### PUNCHARD SCHOOL

NAME		RESIDENCE
	<i>Latin</i>	
Nathan C. Hamblin, Principal		117 Chestnut Street
	<i>Science</i>	
Eugene V. Lovely		Lupine Road
	<i>Business</i>	
Edna S. Bennett		Chapman Court
Margery Moore		67 Bartlet Street
	<i>History</i>	
Elizabeth M. Loftus		67 Bartlet Street
	<i>Domestic Science</i>	
Portia Clough		115 Main Street
	<i>Mathematics</i>	
Marjorie W. Faunce		9 Punchard Avenue
	<i>English</i>	
Mary L. Smith		105 Chestnut Street
Edna W. Simmons		60 Elm Street
	<i>French and German</i>	
Helen DeM. Dunn		107 Main Street

### STOWE SCHOOL

Prin.	Clara Putnam	4 Avon St.
VII, VIII	Etta M. Dodge	7 Wolcott Ave.
	Ethel M. Keeney	29 Bartlet St.
	Cecelia A. Derrah	26 Summer St.
	Bernice G. Stimpson	23 Bartlet St.
	Nancy Hird	45 Bartlet St.

### JOHN DOVE AND S. C. JACKSON SCHOOLS

V	Alice S. Coutts, <i>Prin.</i>	34 Maple Ave.
VI	Carolyn Dean	104 Main St.
V	Margaret Kimball	Brook St.
IV	Lillian Ness	9 Punchard Ave.

IV	Ella S. Thomas	107 Main St.
III	Olive Waterhouse	51 Chestnut St., Wakefield
III	Edith Johnson	20 Salem St.
II	Avis Thrasher	50 Whittier St.
II	Florence Abbott	Upland Rd.
I	Adele H. Duval	53 Elm St.
I	Florance M. Prevost	67 Bartlet St.

## INDIAN RIDGE SCHOOL

V, VI	Helen E. Hartford, <i>Prin.</i>	107 Main St.
III, IV	Florence Dunton	115 Main St.
I, II	Jessie P. Brown	45 Bartlet St.

## BRADLEE SCHOOL

VI, VII	Grace Hill, <i>Prin.</i>	67 Bartlet St.
IV, V	Pearl N. Comstock	6 Chestnut St.
III, IV	Anna Nelson	Ballardvale
I, II	Rubina Copeland	107 Main St.

## RICHARDSON SCHOOL

I-III	Helen E. Battles, <i>Prin.</i>	31 Lowell St.
IV-VI	Genevieve McNally	No. Main St.

## WEST CENTRE SCHOOL

V-VIII	Emily F. Carleton, <i>Prin.</i>	North Andover, R. F. D.
I-IV	Ethel Lyons	North Andover

## NORTH SCHOOL

I-VIII	Barbara Walker	River Rd.
	Catherine Walsh, <i>Assistant</i>	Lawrence

## BAILEY SCHOOL

I-VIII	Irene Arnold	17 Highland Rd.
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## OSGOOD SCHOOL

I-VIII	Ervel Orchard	West Andover, care of Mrs. Bertaman
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## SUPERVISORS

<i>Music</i>	Betridge Tucker, Winchendon, Mass.
<i>Manual Training</i>	Carl M. Gahan, 60 Elm St.
<i>Drawing</i>	Portia Clough, 115 Main St.
<i>Domestic Science</i>	

## SCHOOL PHYSICIAN

W. Dacre Walker	121 Main St.
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## NURSE

Edith M. Moreton	35 Maple Ave.
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## ATTENDANCE OFFICER

William Frye	9 Bartlet St.
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## JANITORS

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### Central Plant

Head janitor

John Ralph, Chapman Ct.

Fireman

Thomas Dea, Summer St.

Asistant

Patrick Barrett, 17 Harding St.

Indian Ridge School

James A. Eaton, 19 Cuba St.

Bradlee School

James McGhie, Ballardvale

Richardson School

Robert Williams, Shawsheen Village

West Centre School

Granville K. Cutler, Lowell St.

North School

John Crowley, R. F. D. 1

Bailey School

Rudolph Johnson, Lowell, Mass., R. F. D. 1

Osgood School

George Spickler, R. F. D. 1

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## COMMITTEE MEETINGS

The first Tuesday of each month, except July and August, at 7.30 p. m., in the School Committee Rooms, Punchard High School.

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## SUPERINTENDENT'S OFFICE HOURS

8-8.30 a. m.: 4-5 p. m., on school days.

7-7.30 p. m., Tuesdays, Fridays.

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## NO-SCHOOL SIGNAL

The no-school signal is given by means of the fire alarm bell and whistle. When the signal 3-3-3 is heard at 7.15 o'clock in the morning, there will be no session of the Punchard School. When the signal is given at 8 a.m. there will be no session of the grades below the high school in the forenoon, and when it is sounded at 12.30 p. m., these grades will have no session in the afternoon. Should the same signal be heard at 8.30 a. m., or at 1 p. m., there will be no session of the first three grades.

## FINANCIAL STATEMENT

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### GENERAL EXPENSES

#### Salaries:

Superintendent, Clerk, Attendance		
Officer	\$3502.01	
Office and Miscellaneous	385.12	
	<hr/>	3887.13

### EXPENSES OF INSTRUCTION

#### Supervisors:

Salaries	2709.14	
Carriage Hire	124.00	
	<hr/>	2833.14

#### Teachers:

High School	7545.86	
Elementary	26254.62	
	<hr/>	33800.48

#### Textbooks:

High	746.40	
Elementary	1056.28	
	<hr/>	1802.68

#### Supplies:

High School and Manual Training	1104.04	
Elementary and Domestic Science	1306.14	
	<hr/>	2410.18

### EXPENSES OF OPERATION

Janitors	4970.07	
Fuel	4137.66	
Miscellaneous	843.57	
	<hr/>	9951.30

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MAINTENANCE

Repairs	2816.40	2816.40
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## AUXILIARY AGENCIES

Health	435.06	
Transportation	4561.50	
	<hr/>	4996.50

## MISCELLANEOUS

Tuition	453.78	
Sundries	104.47	
	<hr/>	558.25

## OUTLAYS

Alterations and New Equipment	47.70	47.70
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## SUMMARY OF RECEIPTS AND EXPENDITURES

Appropriation	\$60000.00	
Miscellaneous Receipts	995.79	
	<hr/>	60995.79
Total expenditures		63103.82
		<hr/>
Overdraft		2108.03



## TRUSTEES OF PUNCHARD FREE SCHOOL

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MYRON E. GUTTERSON	HARRY H. NOYES
REV. NEWMAN MATTHEWS	HARRY M. EAMES
REV. E. VICTOR BIGELOW	FRANK T. CARLTON
REV. CHARLES W. HENRY	

*President,* REV. CHARLES W. HENRY

*Clerk and Treasurer,* HARRY H. NOYES

### *Visiting Committee*

MYRON E. GUTTERSON	REV. E. VICTOR BIGELOW
REV. NEWMAN MATTHEWS	REV. CHARLES W. HENRY

### *Finance Committee*

HARRY H. NOYES	FRANK T. CARLTON
HARRY M. EAMES	

### *Auditing Committee*

HARRY M. EAMES	FRANK T. CARLTON
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## REPORT OF THE SUPERINTENDENT OF SCHOOLS

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*To the School Committee of Andover.*

LADIES AND GENTLEMEN:

I have the honor to submit my fourth annual report which is the thirtieth in the series of similar reports. The last two annual reports have discussed at some length the most prominent features of the curriculum of the grade schools. This report will present a review of the work of the local school system during the past year and set forth briefly some of the fundamental reasons for the existence of any system of public education.

### SCHOOL ACCOMMODATIONS.

On account of the increase in the number of pupils in the North district it was necessary to open the room which had been closed during the last year. The situation in this district has been very perplexing. There have hardly been pupils enough to warrant two rooms but there have been more pupils than one teacher could rightly handle by herself.

This year at the central plant there has been only one sixth grade. Next year there will be two and another room will be necessary. Provision must be made for this either in the Stowe or else in the old Punchard. It would seem much better to equip another room in the latter building rather than crowd the children in the Stowe school.

There has been a rapid increase of the children in the Richardson school, which has necessitated the opening of the third room in that building. It looks now as though that school might continue to grow and perhaps even necessitate the construction of a new school building in the near future.

## TEXTBOOKS.

For two years very few new textbooks were introduced and the general condition of the books in use became very bad. During the last year considerable improvement has been made. New penmanship manuals have been furnished to most of the children. New World spellers have been purchased for all grades. Copies of the graded series Easy Road to Reading have been furnished to practically all pupils below the High Schools. Beard and Bagley's History has been introduced into the eighth grade. Besides these new texts a great many books have been furnished to replace the old and worn books used in all the schools. At present we are very much in need of new geographies. This matter will be attended to as soon as the new editions which the various publishing houses are about to issue come from the press. The war has had a greater influence on the textbooks in history and geography than in other lines of school work.

## STANDARD TESTS.

The application of standard tests to school work is becoming more and more general each year and more and more useful for those who wish to determine the quantity and quality of the work. During the year tests in arithmetic, grammar, penmanship and spelling have all been given. The spelling tests have been especially interesting as their purpose is to measure definitely the work done with the new textbooks which have been recently introduced. They have not yet been carried far enough to determine just where the schools rank in this subject. Both the Curtis and the Woody tests in arithmetic have been used. In arithmetic the Andover pupils compare very favorably with other schools using the tests and are practically up to the standards. Our penmanship seems to fall somewhat below the standard which we desire.

### SCHOOL NURSE.

During the epidemic of last year Miss Margaret Eldred acted as school nurse under the direction of the Red Cross. After the epidemic subsided the school department assumed the responsibility of her employment. She was with us for the remainder of the school year but resigned in October to take up other duties. The committee immediately began the search for some one to take her place. Miss Edith Moreton, a trained nurse with several years' successful experience and record of service with the American Forces in France, has been elected to the position.

### TRANSPORTATION.

At present there are four methods of transportation. The children from the Scotland district are brought to the Central plant and the children from the Abbott district to the Bailey school by barge. Those from the West Center and Ballardvale are brought to the High and Junior High schools by the Boston & Maine Railroad. Those from the North district, Shawsheen Village and South Main Street are brought to school by the electrics. In addition to these methods an automobile is employed to take the children from the Haggett's Pond section to their homes at the close of the High School session. While at present such an arrangement seems to be the most economical as well as the best from the educational point of view, it certainly seems very expensive and in some cases, very inconvenient. During the year just past, owing to the increase of fares on the railroads, both steam and electric, and the increased cost of help, the cost of transportation has increased nearly \$2,000. Owing to other changes in fares it seems very probable that the increase for another financial year will be still greater. The irregularity of the service and the frequent change of schedule are often very inconvenient for the children. A great deal of this inconvenience might be done away with by the use of automobile busses. It is very possible also that the whole bill for transportation might be considerably reduced. The School Committee has this matter already under

consideration and is hoping in the near future to work out some definite scheme by which transportation by automobile busses may be given reasonable trial.

#### LUNCH COUNTER.

In February, the School Committee voted the small sum of twenty-five dollars for the equipment of a lunch counter in the basement of the High School building. Such preparations as were necessary were immediately made and Mrs. Tate was employed to take charge of the work. Under her successful management the lunch counter was made a self-supporting institution. From the proceeds it was possible to pay for all equipment not otherwise provided and to furnish a reasonable compensation to the one who had it in charge. In addition to serving lunches to the High School pupils, cocoa and light lunches were served to the children in the fresh-air room and to those in the Stowe school who wished to avail themselves of the opportunity. After a short time, Mrs. Tate under the pressure of other work, resigned her position. Mrs. Dalton then took charge and has very successfully carried on the work. The lunch counter seems to have completely justified its existence. Many of the High School pupils come from long distances and consequently are obliged to take an early breakfast and do not get home until late in the afternoon. These children have been in the habit of going to the stores or bringing cold lunches from home. Now, they and others who feel the need, are able to obtain a warm drink, cocoa or soup, a substantial meat sandwich and a piece of wholesome cake or dessert without leaving the school building. Over one-hundred children avail themselves daily of this privilege.

#### SALARIES.

A very large increase has been asked for the salaries of those who are employed in the school department. The teaching profession has suffered more under the conditions of the last few years than any other kind of employment. Teachers were



already considerably underpaid. All salaried people have felt the effect of the high cost of living much more than all other workers. In addition the industrial world which always sets the standard for wages has offered such large and generous inducements that hundreds of teachers during the last few years have left the profession. According to the report of the National Educational Association 143,000 teachers left the profession for business openings during the last year; 40,000 positions are vacant in the United States and 60,000 are filled by teachers who under ordinary circumstances would not be considered fit either from lack of training or native ability to hold their positions. Moreover, the enrollment in the normal schools has fallen off twenty per cent. Under these conditions the outlook is serious. Something must be done to make the teaching profession more attractive. The first essential is to fix salaries such as to provide bountifully for living expenses, professional growth, recreation and old age. Until this is done no permanent betterment of the teaching profession can be expected.

#### SPECIAL REPORTS.

The special reports printed in full in another place are worthy of careful consideration. They contain many important suggestions and recommendations approved by the superintendent.

To those of a fair mind there is no question but that the High School Hall needs new seats and a new piano and it is sincerely hoped that it will not be long before we shall be able to obtain them.

The work of the domestic science department is practical and efficient and that of the music department is of a superior quality. The report of the attendance officer shows a much smaller number of cases investigated than in previous years. This is probably due to the work of the school nurse. Dr. Walker's report contains an interesting item in regard to the possibility of the legislature making it obligatory for towns to employ the services of a nurse.

The report of the manual arts instructor is very interesting. It shows the attitude of the new educational movement toward

manual work. This is one of the developments arising from the recent great war. The reading of these reports is again earnestly recommended.

### PUBLIC SCHOOL EDUCATION.

In the following short article there will of course be no endeavor to set forth any comprehensive treatise on the subject of public school education. Perhaps however, in view of the many current criticisms it may be well to briefly summarize some of the causes and conditions of our present system. We constantly hear the criticism that the public schools should not have a utilitarian standpoint or subjects in their curriculum of a vocational or pre-vocational nature. The whole history of public school education shows this criticism to be contrary to the very purpose of their foundation. At first schools taught arithmetic, reading and grammar: all subjects which were needed in preparation for the further activities of life. They were both utilitarian and pre-vocational. Private academies which exist everywhere throughout New England were originally pre-vocational schools and their only excuse for existence was to fit for college. The public high school which has developed from the graded schools, being along the line of the academies, was also primarily to fit for college or higher schools. However, as the institution of the public school developed and placed a higher education within easy access of young people, it very soon became evident that many who had the financial means and the time at their disposal did not care for a college preparation. Those who did not have the inclination or financial means to continue their education in the more remote college or higher institutions of learning became uneasy. It very soon became apparent that this was by far the larger class of pupils. Only a small number ever left home to continue their education. The question arose immediately as to whether it was really best for all children to take college preparatory subjects. Laying aside the issue as to whether one course of study offers a better mental training than another, we are face to face with the fact that the college preparatory course in our schools bears no



direct relation to the lives of those who leave school before the end of the high school and that the majority of parents feel that the public schools should furnish a broader education which shall function more closely with the activities of the community. During the last twenty-five years the colleges have faced the same problem. Many students went to college to whom the professions did not appeal. They wished to enter other callings. Dr. William Jewett Tucker in his recent autobiography "My Generation", has described very fully the modernizing of the college, that is, making the college to function in the modern world. The whole movement does not mean that there are fewer men entering the professions but that those who do not care to enter the professions may have a liberal education combined with vocational training.

The critics of the public schools are very often ignorant of the facts or are very inconsistent and unfair. The work of the first six grades is almost all of a practical nature and whatever of the cultural has crept in has been almost entirely under protest. Yet everyone agrees that the first six grades of our public school system are almost ideal or at least superior to any other system in existence. Beginning with the sixth grade where the state now says that a child may leave school, education begins to be of a less practical nature. This, and not the so-called fads and frills, is, I believe, the actual cause of the dissatisfaction and unrest leading to criticism. At this period children begin to leave school and continue to drop out until about the end of the second year of high school. The majority of those remaining to the end of the course, take distinctly vocational or pre-vocational courses. In the case of our own High School, about two-thirds of those who graduate are in the commercial course, one-sixth planning for definite courses of higher education, and the others, more or less undecided. A large number who drop out from the seventh to the eleventh year of their school life, do so because they are not interested in their school work and their parents do not see any practical value in their attending school. The introduction into the curriculum of such courses as the commercial and manual arts has kept a very large number of

children in school. In fact, it is generally conceded that the interest inspired by these courses has more than doubled the enrollment of the upper grades of the grammar school and the first years in high schools. This increase in enrollment alone would seem to justify the introduction of these courses and the broadening of our curriculum. The great problem in the public schools today is as ever to give children that education which shall best fit them to perform the duties of citizenship. This is the only problem recognized by the state. If a large number of them need hand training as well as mind training, the state should see to it that they have it. Even if it is pre-vocational or vocational training, they are entitled to it. That is, the state should see to it that the courses in the upper grades and the high school should, as far as possible, function in the lives of the children as closely as the work of the first six grades. Now, the child is a human being and therein lies the difficulty, because as he grows, all his individual traits of character develop and a special training is needed for each child. It probably is true that it will be necessary to definitely change the purpose of the seventh and eighth years of a child's school life from that of training to that of developing and finding out. It is with this in view that the Junior High schools have recently been started with a larger variety of subjects and more manual arts in order to furnish the children larger opportunity to find themselves. This trying out process is extremely interesting but at present has to be done largely in groups. It would be better, however, if time would permit teachers to make a closer study of the individual.

In the final analysis the schools are for the state and although administered with the consideration for the welfare of the individual, it is the understanding that the child as a future citizen, has certain definite obligations which require some training of hand as well as mind, habits of thrift and strength of character.

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CONCLUSION.

The public schools are looking forward to a new and more vigorous type of work. They are, however, entering upon this period of development under a serious handicap. This is the lack of an adequate teaching force. Quantity and quality are both wanting. The public must come at once to realize the seriousness of the situation.

Again it is my privilege to express to the School Committee deep gratitude for your kindness to me and especially for the time and thought which you have so freely given to the work of the schools. Your understanding of the difficulties which face public schools today gives encouragement and hope for the future.

Respectfully submitted,

HENRY C. SANBORN,

*Superintendent of Schools*

## REPORT OF THE PRINCIPAL OF THE PUNCHARD HIGH SCHOOL

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*To the Superintendent of Schools and the Trustees of the Punchard  
Free School,*

GENTLEMEN:

I have the honor to submit my tenth annual report as principal of the Punchard School.

The total enrollment of the current year is 233, the largest in the history of the school and an increase of about twenty over that of a year ago. This increase is due more to former pupils remaining in school than to any marked change in the number of the entering class.

Last June closed a school year that was in many respects difficult. The broken fall term, the consequent pressure to complete a full year's work in a shortened time, the constant requests from various departments of the government to emphasize or cooperate in many outside activities; all these resulted in a disheartening sense of incompleteness in which, of course, all similar schools shared. This year has been free from such disadvantages and we look for a more successful year's work.

There is another tendency to be combatted which comes with this resumption of normal routine. We unquestionably feel the moral let-down from the period of keen endeavor which the war produced. There seems to be less motive for hard work and a contentment with just-getting-along which affects school as well as the rest of society. The evidences of social revolution which have startled us during recent weeks, constitute a great challenge to the public schools. We need have no fear, after the experiences of the war, that our young people will ever fail to respond to their country's clearly uttered call: but to prepare them to face the

more insidious foes of disregard for law and constituted authority, to inspire in them a heroism for the daily task well done, these offer a harder but no less patriotic duty to the schools.

We have begun this year a weekly discussion of current events in each room. The leaders are the members of the senior class in American History who prepare the questions and then visit the class rooms as patriotic instructors under the supervision of the room teachers.

A profitable feature of the work of this fall term was the observance of Good English Week. This has become an affair of national interest. A great deal of enthusiastic work was done under the leadership of the English department and many striking devices were adopted to accentuate the value of accurate language in every day speech.

The advent of Junior High departmental work in the Stowe school raises a new problem in the correlation of the work begun there, with that of the first year in Punchard. Pupils who begin Algebra or Latin in the Eighth Grade should have an opportunity to continue their work without being held back by the beginners in the High School. This will perhaps involve an earlier choice of the course of study to be pursued during the High School years. The number of teachers will hardly admit conducting separate courses for those who, while they have the same aim, have had differing amounts of preparation.

The General Course has a larger number of freshmen than before. This is desirable from every standpoint. Pupils who are not going to higher institutions and those who are not adapted for office work should have a chance to get the most out of school, at least so long as the law requires their presence there. This is especially true of the increasing number who feel it necessary to work afternoons.

Commercial Geography, now fully established in the second year of the Commercial course, has been taken from the senior year and a course in Office Methods will begin next month.

The athletic year of the school has been a good one. We are confronted with a difficulty, however, which arises from the success of our teams. Our boys compete successfully with the much



larger city high school teams. These, with their enclosed fields and many supporters, easily pay their bills and can offer large guarantees for their games. We can meet our expenses only with the greatest difficulty and cannot afford to schedule as many home games with strong opponents as we should like to. This year we have made the dues for the Athletic Association a dollar a year and hope to increase our income somewhat. Even the cost of play has gone up and the simplest outfits are expensive.

The fund for a new piano for Punchard Hall has reached \$50.00. With each month's use of the old one, the need of a new becomes more marked. Here is a chance for some generous friend of the school to add enough to make the purchase possible.

Another need of Punchard Hall is a new set of seats. The old settees are now inadequate in number. There is scarcely a whole one among those we are using and they offer a constant menace to the clothing of their occupants. With the prospect of a larger school next year, some new seats must be obtained. Every one of the old settees ought to be discarded and new folding chairs bought to replace them.

Respectfully submitted,

NATHAN C. HAMBLIN

## REPORT OF SUPERVISOR OF INDUSTRIAL EDUCATION

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*To the Superintendent of Schools:*

I herewith submit my first report as supervisor of industrial education in the public schools of Andover.

The threefold division of the curriculum, humanistic, scientific and industrial, not only provides a more liberal education than the twofold division, humanistic and scientific, but it affords better preparation for entering differentiated courses in the grammar and high schools. It also gives the boy and girl obliged to leave school at the end of the sixth or eighth grade, the same confidence to enter industrial life as the twofold division of the curriculum prepares the child to enter other fields.

During the short time allowed for drawing in the elementary schools, the aim with the younger children is to use both materials and methods that are adapted to their ability and needs. The work is used chiefly as a medium of expression through which ideas are clarified. It is attempted to make the work purposeful to the pupils by giving such problems as they can appreciate. From the fourth to the sixth grade projects having permanent value as judged from the utilitarian standpoint have been given, emphasizing technique. Whenever opportunity has arisen, some lessons have been so planned as to introduce a study of the industries known as industrial arts into the curriculum, making a study of problems in everyday life, and of the transformation of raw materials into a finished product at the same time having some form of design or color, making general information about the project, the aim, and motor expression, drawing, and ideas of shape, a by-product. Under present conditions in schools, it is necessary to introduce Industrial Arts slowly, but for the child's sake I advise that the study of Industrial Arts be given a larger place in the curriculum than it has at the present time. The



materials used so far are crayons, chalk, paper, scissors and in a few instances, ribbon, cardboard, raffia, yarn and paste.

The problem which confronts supervisors of industrial education in the elementary grades of the present time is that of a fundamental readjustment of the school's work in terms of present day needs all viewed in their proper perspective. Industrial Arts in the first six grades provides a study of the processes by which raw materials are transformed into a finished product and how man provides himself with foods, shelter, clothing, utensils, tools, records and machinery. A systematic course in the industries will have the additional advantage of making it easier to teach other subjects in the curriculum by correlating practical industrial art projects with reading, writing and arithmetic. With the numerous subjects now in the curriculum there is little time for hand work of any form. James H. Russell, Dean of Teachers' College, Columbia University, says, "With a fewer subjects and more practical problems I should confidently expect better results in the three R's and a more thorough discipline resulting from work in every subject."

The work is outlined grade by grade giving practically the same work in all the schools and every teacher is working hard to make the work a success and the pupils show much enthusiasm over the work.

In the Junior High school, manual training has been carried on along similar lines as in previous years. It is the aim of the teacher to create as nearly as possible, real shop conditions, having the boys take turns being business manager, foreman and tool man. The high cost of material has made it necessary to charge the pupils for a part of the materials which they use. This makes it necessary to run a storeroom which gives practical problems in arithmetic. When the pupil buys his lumber, he takes more interest in his work and is careful not to purchase more material than he needs, thus eliminating much waste, which is a big problem of the manual training teacher. The boys are allowed to make anything which they are capable of doing and doing well. It is aimed to put out the best possible work which the individual is capable of doing. The boys show much interest in the work and

enjoy the responsibility of being foreman as well as making things for themselves. On the whole, the boys have a good knowledge of lumber, tools, finishes and some of the work that they turn out shows their ability to do with their hands. In most instances it has been necessary to make small projects on account of the high cost of lumber. It is planned to correlate the work in drawing as much as possible with the shopwork so as to enable the pupil to work from drawings and to teach him to make original designs and get a better idea of shape and proportion. Water colors are used in connection with nature drawing and applied design.

Manual training in the High School is elective and there are several girls who take the course as well as boys and some are doing good work in it. Cabinet making and carpentry are the only two subjects that can be taught with the present equipment. I recommend the addition of a power lathe, a band saw, a printing outfit and a jewelry outfit for High School. With this addition we would be able to offer courses in cabinet making, carpentry, pattern making, wood turning, printing and jewelry construction.

Mechanical drawing is a new subject introduced into High School this year. It is the aim to teach engineering drawing, the drawing used in the industrial world by engineers and designers. Mechanical drawing is a language that should be learned by all who are connected with or are interested in technical industries and not alone by a comparatively few draftsmen who will be professional users of it. It is aimed to give quick, accurate observation and the power of reading descriptions from lines. The pupils taking the course are making good progress in the work and some are advancing very rapidly as the work is given to them as fast as they are able to do it. The study of mechanical drawing should be given as a regular course in the High School in order to cover the work that should be given. I recommend that some real mechanical drawing sets be added to the drawing room equipment and more time be given not only to this course, but to all the work in industrial arts.

Respectfully submitted,  
CARL MERRILL GAHAN,  
*Supervisor of Industrial Arts*

## REPORT OF DOMESTIC ECONOMY SUPERVISOR

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*Mr. Henry C. Sanborn, Superintendent of Schools.*

Dear Sir:

I herewith submit my third annual report as supervisor of Domestic Economy in the Junior and Senior High Schools of Andover.

The work is being carried on much the same as it was last year with greater stress laid on the food conditions.

The recipes and materials used are the kind found in the majority of homes. The daily cost of this work is not high as two pupils work together and make one-sixth or one-eighth of a recipe, averaging from \$.02 to \$.04 per person. The cost of the entire recipe can then be easily figured.

I fully agree with Dr. Harvey Wiley in his Pure Food Cook Book where he says, "We must get away from the idea that cooking is drudgery. The boy who goes out into the field and plows a straight and deep furrow in which the corn will grow, is not a drudge. He is an artist; and the girl who goes into the kitchen and cooks a meal that is good, that tastes well, that is properly balanced, and properly served is no drudge, she is an artist. The attitude is the principal thing that matters."

So I appeal to the parents to cooperate with me in this work of getting their daughters to have the right attitude.

I wish to thank you, Mr. Sanborn, for your kind interest and co-operation along these lines.

Respectfully submitted,

PORTIA ELIZABETH CLOUGH,

*Supervisor of Domestic Economy*

## REPORT OF SUPERVISOR OF MUSIC

*Mr. Henry C. Sanborn, Superintendent of Schools.*

DEAR SIR:

I herewith submit my second annual report as supervisor of music in the schools of Andover.

There has been the improvement in the grade work which should be seen at the beginning of the sixth year under the same system. Much attention is being paid to individual sight reading so that each child may take an active part in the lesson. As a result of very faithful work of this kind by the teachers, the class work is particularly strong. At the Junior High School there are two choruses — one composed of the seventh grades, the other of the eighths. Under a new arrangement of the schedule, both have three music periods a week instead of two and the work has shown corresponding improvement. At the High School the chorus singing is still compulsory, and credit is given. It seemed advisable to divide the classes this year so that at present there is one chorus of Freshmen alone, and another consisting of all the upper classmen.

I wish to emphasize what I said in my first report to you concerning the teaching of the appreciation of music in the grades. Vocal sight reading and the singing of songs must always continue to be fundamental. Music, however, has definite form and proportion, and exhibits national tendencies, historical perspective, and the characteristics of different composers. The recent trend of broader public school music is toward a study of these phases of the subject. Now that the sight reading and song singing are well grounded, the time seems ripe to begin instruction in appreciation. There is really no adequate way of presenting this work except by means of a phonograph. The High, Indian Ridge, West Center and the Osgood Schools are without a machine. the other buildings have one.

It seems to me that there could be no finer thing done for children than to provide them with this means of education and enjoyment. As a beginning, we should need to purchase also a small library of records suitable for the primary, intermediate, and grammar grades respectively. I hope that this matter may be given very serious consideration.

More opportunity for the study of music should be given to the pupils in the High School. There is a girls' glee club besides the regular chorus period, but I feel that we are doing an injustice to the work by not having a class in the appreciation of music and utilizing what material we have to form an orchestra. I should also like to have a glee club and an orchestra in the Junior High School. Under the present arrangement of having a music supervisor for two days a week only, the schedule is very heavy and will admit of no more additions. If it were possible to extend the time to two and one-half or three days a week, much that we ought to do could be accomplished.

There has been a splendid spirit of cooperation among the teachers which has aided materially in making the music in the Andover schools a successful subject.

Respectfully submitted,

BETRIDGE E. TUCKER



## REPORT OF SCHOOL PHYSICIAN

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*To the Superintendent of Schools.*

I herewith submit my report for the school year ending December 19, 1919. Owing, I believe, largely to the extra precautions which were taken during the influenza epidemic of a year ago, we had very few cases of contagious diseases during the winter and spring of 1919.

After school opened in the autumn two cases of diphtheria occurred in the Bradlee school. As these had been preceded by several cases during the summer, it was thought wise to take cultures from the throats of all the school children living in Ballardvale with the object of finding a possible "carrier." With the help of Dr. Simpson of the State Department of Health, and his assistant Miss Ashley, one hundred and fifty cultures were taken and no carrier found.

During the winter term there have been very numerous cases of mumps and chicken pox, necessitating many absences from school. It seems to me that with greater precautions these diseases could be controlled. In fact, the observing of early cases at the school and the subsequent following up of each and the contact cases at home is one of the best tests for the work of the school nurse.

This year we have been handicapped by not having a nurse during all the year. In the early months of 1919 the Andover Red Cross generously paid the salary of a school nurse, Miss Eldred, who did most efficient work. The financing of her salary was then taken over by the School Committee and her services were retained for a short time during the autumn, when she resigned because of a change in her personal plans. Miss Edith Moreton has been engaged for the coming year and began her duties on December 29, 1919.

This seems an opportune time to call attention to the proposed Massachusetts Health Education Law, which has been endorsed by the Commissioner of Education and the State Department of Health. This law, if passed, will compel every town or groups of towns to employ one or more school nurses, and will lay the framework necessary for the organization of a broad and uniform health education program in our public schools. The passage of this bill will make possible the proper physical development of the school children of today, thus safeguarding the health of the nation's youth of tomorrow.

Respectfully submitted,

W. D. WALKER



## REPORT OF ATTENDANCE OFFICER

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*To the Superintendent of Schools.*

I hereby submit the following report for the year 1919.

Number of cases reported . . . . .	34
Number of cases investigated . . . . .	34
Number of truants . . . . .	7
Number of absences with legal excuse . . . . .	6
Number absent because of sickness . . . . .	14
Number absent for lack of clothing . . . . .	4
Number absent to help at home . . . . .	2
Number absent for other insufficient reasons . . . . .	1
Number of cases prosecuted . . . . .	0

Respectfully submitted,

WILLIAM FRYE

*Attendance Officer*

# APPENDIX

# SCHOOL CALENDAR

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1920

## WINTER TERM — EIGHT WEEKS

December 29, Monday	Second term begins
January 1, Thursday	New Year's Day, Holiday
February 20, Friday	Second term ends

## RECESS — ONE WEEK

## SPRING TERM — EIGHT WEEKS

March 1, Monday	Third term begins
April 16, Friday, 7.45 p.m.	Barnard Prize Speaking
April 23, Friday	Third term ends

## RECESS — ONE WEEK

## SUMMER TERM — SEVEN WEEKS

May 3, Monday	Fourth term begins
May 14, Friday, 7.30 p.m.	Lincoln Spelling Contest
May 31, Monday	Memorial Day, Special Holiday
June 16, Wednesday, 3.45 p.m.	Class Day Exercises
June 17, Thursday, 3.30 p.m.	Grammar School Graduation
June 17, Thursday, 8.00 p.m.	High School Graduation
June 18, Friday	Fourth term ends

## FALL TERM — FIFTEEN WEEKS

September 13, Monday	First term begins
October 12, Tuesday	Columbus Day, Holiday
November 25, Thursday	Thanksgiving Day, Holiday
November 26, Friday	Special Holiday
December 17, Friday, 7.45 p.m.	Goldsmith Prize Speaking
December 24, Friday	First term ends

## 1921

## WINTER TERM — EIGHT WEEKS

January 3, Monday	Second term begins
February 22, Tuesday	Washington's Birthday, Holiday
February 25, Friday	Second term ends

## RECESS — ONE WEEK

## SPRING TERM — EIGHT WEEKS

March 7, Monday	Third term begins
April 15, Friday, 7.45 p.m.	Barnard Prize Speaking
April 29, Friday	Third term ends

## RECESS — ONE WEEK

## SUMMER TERM — SEVEN WEEKS

May 9, Monday	Fourth term begins
May 20, Friday, 7.30 p.m.	Lincoln Spelling Contest
May 30, Monday	Memorial Day, Holiday
June 22, Wednesday, 3.45 p.m.	Class Day Exercises
June 23, Thursday, 3.30 p.m.	Grammar School Graduation
June 23, Thursday, 8.00 p.m.	High School Graduation
June 24, Friday	Fourth term ends

# ATTENDANCE STATISTICS—1918

SCHOOL	GRADE	ENROLLMENT						Total Membership	Average Membership	Average Attendance	Per cent of Attendance
		Boys	Girls	Total	5 to 7 years	7 to 14 years	14 to 16 years	Over 16 years			
PUNCHARD	High	70	142	212	0	47	102	63	212	203	93.3
STOWE	VIII	20	27	47	0	43	3	1	54	44	92.8
	VIII	27	21	48	0	44	4	0	51	48	94.2
	VII	16	28	44	0	42	2	0	45	41	95.8
	VII	26	25	51	0	44	7	0	51	45	93.1
JOHN DOVE	VI	24	11	35	0	34	1	0	35	33	92.3
	VI	15	21	36	0	36	0	0	42	37	92.7
	V	17	23	40	0	39	1	0	44	39	93.3
	IV	14	17	31	0	31	0	0	35	31	91.2
	IV	18	16	34	0	34	0	0	35	33	91.5
	III	11	19	30	0	30	0	0	30	26	90.8
	III	17	11	28	0	28	0	0	30	26	87.3
S. C. JACKSON	II	14	18	32	0	32	0	0	32	29	85.6
	II	13	17	30	0	30	0	0	35	27	89.5
	I	19	8	27	5	12	0	0	30	25	89.4
	I	15	16	31	22	19	0	0	33	27	89.3
INDIAN RIDGE	VI, V	18	17	35	0	32	3	0	36	30	95.5
	IV, III	16	18	34	0	34	0	0	34	31	94.7
	II, I	12	20	32	9	23	0	0	33	31	92.1
BRADLEE	VII, VI	13	18	31	0	26	5	0	32	26	93.1
	V, IV	13	16	29	0	29	0	0	32	30	93.2
	III, II	20	12	32	0	32	0	0	33	27	93.7
	I	13	11	24	7	17	0	0	32	26	92.8
RICHARDSON	IV-VI	18	14	32	0	30	2	0	32	30	93.9
	I-III	19	15	34	15	19	0	0	34	28	96.8
WEST CENTER	V-VIII	9	10	19	0	16	2	1	19	19	91.5
	I-IV	21	13	34	1	33	0	0	34	27	83.9
NORTH	I-VIII	14	12	26	7	18	1	0	27	26	78.8
BAILEY	I-VIII	12	11	23	1	21	1	0	23	20	90.5
OSGOOD	I-VIII	14	12	26	7	19	0	0	26	23	89.3
		548	619	1167	84	884	134	65	1221	36	91.3

# TEACHERS

JANUARY 1, 1919 — JANUARY 1, 1920

SCHOOL	GRADE	NAME	First Election	Resig- nation	EDUCATION
PUNCHARD	Principal — Latin Science English	Nathan C. Hamblin	1910		Harvard University
		Eugene V. Lovely	1911		Bates College
		Mary L. Smith	1914		Smith College
	Mathematics	Edna Simmons	1916		Boston University
		Marjorie Faunce	1918		Boston University
	Business	Edna S. Bennett	1918		Bryant & Stratton
		Ella S. Morrill	1912	1919	Framingham Normal
		Margery Moore	1919		Salem Normal
	French and German History	Helen DeM. Dunn	1914		Radcliffe College
		Elizabeth Loftus	1911		Tufts College
STOWE	Domestic Science	Portia Clough	1916		Framingham Normal
	Principal—Mathematics English History	Clara Putnam	1916		Symonds High School
		Etta M. Dodge	1909		Concord (N. H.) High School
		Pauline Coppinger	1917	1919	Hyannis Normal
		Ethel M. Keeney	1919		North Adams Normal
	Arithmetic Geography	Bernice G. Stimpson	1913		Gorham Normal
		Nancy Hird	1919		Plymouth Normal
		Cecelia Derrah	1911		Salem Normal
	Principal—V VI	Alice S. Coutts	1916		Salem Normal
	V	Carloyn Dean	1892		Punchard High School
JOHN DOVE	IV	Margaret Kimball	1892		Lowell Normal
		Lillian Ness	1918		Perry Normal (Boston)
	IV	Ella S. Thomas	1918		Smith College
	III	Olive Waterhouse	1916		Salem Normal
	III	Edith Johnson	1913		Jackson College
S. C. JACKSON	II	E. Mae Chase	1913	1919	Amesbury High School
		Avis Thrasher	1919		Wheelock K'g't'n Tr. School
	II	Florence I. Abbott	1893		Salem Normal
	I	Adele Duval	1898		Winona (Minn.) Normal
	I	Florance Prevost	1898		Wheelock K'g't'n Tr. School

# TEACHERS — Continued

JANUARY 1, 1919 — JANUARY 1, 1920

SCHOOL	GRADE	NAME	First Election	Resignation	EDUCATION
INDIAN RIDGE	Principal—V, VI III, IV II, I Principal—VII, VI	Helen Hartford	1913		Lowell Normal
		Florence Duntun	1916		Gorham Normal
		Jessie Brown	1914		Brandon Training
		Grace Hill	1900		Salem Normal
BRADLEE	IV, V III, II I Principal—I-III IV-VI Principal—V-VIII I-IV	Blanche Spaulding	1916	1919	Lowell Normal
		Rita F. Briggs	1919	1919	Fitchburg Normal
		Pearl M. Comstock	1919		Bridgewater Normal
		Anna Nelson	1917		Framingham Normal
RICHARDSON	Principal—I-III IV-VI Principal—V-VIII I-IV	Rubina Copeland	1910		Framingham Normal
		Helen Battles	1886		Punchard High School
		Genevieve McNally	1917		Salem Normal
		Emily Carleton	1901		Johnson High
WEST CENTER	I-IV I-VIII I-VIII I-VIII	Mildred Morris	1914	1919	Salem Normal
		Ethel Lyon	1919		Gorham Normal
		Olga Olson	1918	1919	Fitchburg Normal
		Barbara E. Walker	1919	**	Lowell Normal
NORTH	I-VIII I-VIII I-VIII	Catherine Walsh, Asst.	1919		Lowell Normal
		Irene Arnold	1918		Lowell Normal
		Hallie Stimpson	1914	1919	Bridgewater Normal
		Ervel Orchard	1919		Lowell Normal
BAILEY OSGOOD	Music Manual Training and Drawing Domestic Science	Betridge Tucker	1918		Lowell Normal
		Carl H. Adams	1918	1919	Massachusetts Normal Art
		Carl M. Gahan	1919		Gorham Normal
		Portia Clough	1916		Framingham Normal
SUPERVISORS AND SPECIAL					



## ATENDANCE BANNER WINNERS

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Month	Teacher	School	Percentage
January	Miss Coppinger	Stowe	95.7
February	Miss Battles	Richardson	97.6
March	Miss Hartford	Indian Ridge	96.5
April	Miss Battles	Richardson	98.4
May	Miss Nelson	Bradlee	99.3
June	Miss Battles	Richardson	98.5
October	Miss Nelson	Bradlee	98.9
November	Miss Nelson	Bradlee	97.8
December	Miss Hartford	Indian Ridge	97.7

## PRIZE AWARDS

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### PUNCHARD SCHOOL

The Barnard prizes for excellence in composition and oral delivery:

First, twenty dollars, Helen Higgins, '19.

Second, twelve dollars, Ruth Cates, '20.

Third, eight dollars, Clarence Buckley, '19.

The Goldsmith prizes offered by the Alumni Association for excellence in speaking:

Girls' prize, five dollars, Virginia Ramsdell, '23.

Boys' prize, five dollars, Herbert Otis, '20.

The M. E. Gutterson botanical prizes:

First, five dollars, Theodore Peterson, '21.

Second, three dollars, Clifford Thompson '21.

The prizes for excellence in first-year Latin:

First, five dollars, Miriam Sweeney, '22.

Second, three dollars, Doris Holt, '22.

The Parker Memorial Prize to the member of the senior class who has won his "P" twice, and has stood highest among the athletes in scholarship:

Ten dollars, Leo F. Daley, '19.

Prize offered by Dr. E. C. Conroy to the member of the Freshman class making the greatest improvement during the year:

Five dollars, Howard Watson, '22.

## LINCOLN SPELLING MATCH PRIZES

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### GENERAL PRIZES

First, Dorothy Stevens, Punchard.  
Second, Christine Marland, Punchard.  
Third, Seymour Tate, Sixth Grade.

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### GRADE PRIZES

#### GRADE VIII

First, Catharine Stewart, Stowe.  
Second, Viola Cashman, Stowe.

#### GRADE VII

First, Lily Harris, Stowe.  
Second, Katharine Daley, Bradlee.

#### GRADE VI

First, Seymour Tate, Stowe.  
Second, Jessie Low, Indian Ridge.

#### GRADE V

First, Oscar Swenson, Indian Ridge.  
Second, Ruth Hilton, John Dove.

## FIFTY-NINTH COMMENCEMENT EXERCISES

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### CLASS DAY EXERCISES

ADDRESS OF WELCOME	Frederick T. Cronin, Class President
CLASS HISTORY	Leo F. Daley
CLASS STATISTICS	Florence E. Larkin
CLASS GIFTS	Marion E. Farnsworth
ADDRESS TO UNDERGRADUATES	Hazel G. Buck
CLASS PROPHECY	Agnes V. Dugan
CLASS WILL	Alexander H. Henderson
THE CLASS SONG	

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### GRADUATION EXERCISES

PRAYER	Rev. Newman Matthews	
SCHOOL CHORUS—"Daybreak"		<i>Wilson</i>
SALUTATORY AND ESSAY—Factory Welfare Work	Marion Elizabeth Hill	
SCHOOL CHORUS—"Ring Out Sweet Bells of Peace"		<i>Roma</i>
ESSAY—Mob Rule in the United States	Frederick Timothy Cronin	
GIRLS' GLEE CLUB—"Stars Brightly Shining"		<i>Bronte</i>
ESSAY—The Drama in Education	Helen Christina Higgins	
PRESENTATION OF CLASS GIFT		
PRESENTATION OF PRIZES		
ESSAY AND VALEDICTORY—Riding on a Cloud	Marion Emma Matthews	
SCHOOL CHORUS—"Shout Aloud in Triumph"		<i>Manney</i>
PRESENTATION OF DIPLOMAS	Dr. E. C. Conroy, Chairman School Committee	
CLASS SONG	Class of 1919	

## CLASS SONG

To thee, dear Alma Mater,  
 Again we come in praise,  
 With gratitude and thankfulness  
 For all these happy days.  
 At last we've come to parting  
 And each his way must wend,  
 But memory will linger  
 With us until the end.

In all the years that are to come,  
 We'll ne'er forget thy name,  
 In all our sorrows and our joys,  
 In grief, and toil, and pain.  
 O Punchard dear, to thee we owe  
 Those debts we ne'er can pay —  
 But "Aiming ever at the best"  
 Will be our guiding ray.

*Emily Walker '19*

## THE CLASS OF 1919

Frank Saunders Alley  
 Helen McIntosh Batchelor  
 Anna Teresa Brady  
 James Rollins Brewster  
 Leo Francis Daley  
 Gertrude Reta Donovan  
 Agnes Veronica Dugan  
 Esther Genevieve Dwyer  
 Marion Elizabeth Farnsworth  
 Francis Dow Hamblin  
 Alexander Harold Henderson  
 Helen Christina Higgins  
 Marion Elizabeth Hill  
 Susan Hurwitch  
 Mary Anne Kennelly

Hazel Goldthwaite Buck  
 Ambrose Clarence Buckley  
 Henrietta Louise Cashan  
 Frederick Timothy Cronin  
 Fannie Sewall Kilburn  
 Florence Emma Larkin  
 John William Lindsay  
 Eunice Clark Lovejoy  
 Christine Evelyn Marland  
 Marion Emma Matthews  
 May Louise Noyes  
 Marjorie Haynes Peck  
 Katharine Louise Rich  
 James Henry Soutar  
 Emily Walker

## GRAMMAR SCHOOL GRADUATION

SONG — Trust in the Lord

*Handel*

PRAYER

Rev. Frank R. Shipman

SONG — The Rose and the Song

*Grieg*

ADDRESS TO GRADUATES

Rev. Frank R. Shipman

SONG — Heather Bells

Girls' Chorus

PRESENTATION OF CERTIFICATES

Dr. E. C. Conroy

SONG — Song of Deliverance

*Taylor*

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## LIST OF GRADUATES

### STOWE SCHOOL

Burton Abbott	Viola Cashman
Mildred Abbott	John Comeau
Gladys Baker	Irene Curtis
Ruth Battles	Harriet Cheney
Samuel Battles	Mollie Colbert
James Baxter	Lester Conkey
Selden Billington	Margaret Dillon
Benjamin Brown	Philip Dodge
Elizabeth Brown	Katherine Dolan
Gertrude Clark	George Dufton
Winslow Knowles	Winthrop Newman
Stewart Fraser	Daniel McDuffee
Chas. Frederickson	Alice Nelligan
John Frederickson	Edward Platt
Ruth Frederickson	Bancroft Pratt
Leona French	Robert Patterson
Eleanor Hall	Ruth Pritchard
Elizabeth Harrington	Nettie Pritchard
Melvin Haynes	Mary Reilly
Robert Henderson	Philip de Palmerlis
Stuart Henry	Virginia Ramsdell
Lydia Hilton	Edward Renouf
Mary Holden	Malcolm Ruhl
Florence Hyde	Fred Sanborn
Alice Horan	Grace Sellers
Reginald Holt	Darwin Stark
Margaret Kelly	Louis Soderberg
Matthew Keany	Arthur Stevenson
Barbara Loomer	Catherine Stewart
Thersa Lavery	William Stewart
Byron Leigh	Knowlton Stone
Grace Ludlam	Dorothy Sullivan
Arthur Lynch	Peter Saunders
Helen Lynch	Victoria Sorenson
George McCollum	Thomas Stack

Rose Markey  
Olive Mitchell  
Arnold Morway  
Angeline McCarthy  
Ina McFarlane  
Grace McKeon  
Jessie Munro

Hazel Strout  
Annie Swenson  
Mary Sullivan  
Annabelle von Buskirk  
Jemima Walker  
Edythe Wrigley  
Francis Perot

Seymour Collings

#### WEST CENTER SCHOOL

Ella Buckley  
Edward Bailey

Robert Lewis  
Raymah Wright

#### BAILEY

Adele Deveau

#### NORTH SCHOOL

Mitchell Bootman

Lionel Robatos

Mary Murphy



TOWN OF ANDOVER

MASSACHUSETTS

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ANNUAL REPORT

OF

THE SCHOOL COMMITTEE

FOR THE YEAR

1920

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ANDOVER, MASS.  
THE ANDOVER PRESS  
1921

Andover, Mass., Feb. 1, 1921

The School Committee voted to adopt the report of the Superintendent as its report for 1920.

DAVID R. LAWSON

*Secretary*

## SCHOOL COMMITTEE

DR. E. C. CONROY, <i>Chairman</i>	Term expires 1923
28 Essex Street	
DAVID R. LAWSON, <i>Secretary</i>	Term expires 1921
24 Wolcott Avenue	
ALFRED E. STEARNS	Term expires 1923
6 Chapel Avenue	
EVERETT C. HILTON	Term expires 1921
67 High Street	
MRS. EDWARD V. FRENCH	Term expires 1921
20 School Street	
MISS MARY B. SMITH	Term expires 1922
47 Central Street	
ROY H. BRADFORD	Term expires 1922
138 Main Street	
RALPH W. COLEMAN	Term expires 1922
32 Elm Street	
FREDERICK B. CHEEVER	Term expires 1923
Bancroft Rd.	

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### *Superintendent of Schools*

HENRY C. SANBORN	5 Locke Street
Telephone: Office, 348-W; Residence 364-M	

### *Clerk*

MARY ROBERTSON

## GENERAL COMMITTEES

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### *Financial and Advisory*

DR. E. C. CONROY, *Chairman*

DAVID R. LAWSON

MISS MARY BYERS SMITH

### *Teachers*

ROY H. BRADFORD, *Chairman*

MRS. E. V. FRENCH

ALFRED E. STEARNS

### *Buildings, Grounds and Equipment*

EVERETT C. HILTON, *Chairman*

FREDERICK B. CHEEVER

RALPH W. COLEMAN

# LIST OF TEACHERS

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## PUNCHARD SCHOOL

NAME		RESIDENCE
	<i>Latin</i>	
Nathan C. Hamblin, Principal		117 Chestnut Street
	<i>Science</i>	
Eugene V. Lovely		Lupine Road
	<i>History</i>	
R. Edgar Fisher		56 Whittier Street
	<i>English</i>	
Mary L. Smith		105 Chestnut Street
Lilian J. Fox		60 Elm Street
	<i>Mathematics</i>	
Marjorie W. Faunce		75 Park Street
	<i>Business</i>	
Hazel Underwood		107 Main Street
Beatrice W. Lane		45 Bartlet Street
	<i>Modern Languages</i>	
Elizabeth M. Loftus		143 Main Street
Helen DeM. Dunn		107 Main Street
	<i>Domestic Science</i>	
Portia E. Clough		5 Morton Street

## STOWE SCHOOL

Prin.	Clara A. Putnam	4 Avon St.
VII, VIII	Etta M. Dodge	6 Wolcott Ave.
	Pauline Coppinger	67 Bartlet St.
	Cecelia A. Derrah	26 Summer St.
	Bernice G. Stimpson	23 Bartlet St.
	Nancy Hird	45 Bartlet St.

## JOHN DOVE AND S. C. JACKSON SCHOOLS

V	Alice S. Coutts, <i>Prin.</i>	60 Maple Ave.
VI	Carolyn A. Dean	104 Main St.
V	Margaret Kimball	Brook St.
VI	Avis Antill	67 Bartlet St.

IV	Lillian K. Ness	60 Maple Ave.
IV	Margaret B. Tate	135 Main St.
III	Olive Waterhouse	51 Chestnut St., Wakefield
III	Edith Fuller	23 Bartlet St.
II	Avis Thrasher	75 Park St.
II	Florence Abbott	Upland Rd.
I	Adele H. Duval	53 Elm St.
I	Florance M. Prevost	67 Bartlet St.

## INDIAN RIDGE SCHOOL

V, VI	Helen E. Hartford, <i>Prin.</i>	60 Maple Ave.
III, IV	Almira E. Fuller	60 Maple Ave.
I, II	Jessie P. Brown	45 Bartlet St.

## BRADLEE SCHOOL

VI, VII	Grace Hill, <i>Prin.</i>	67 Bartlet St.
V	Pearl N. Comstock	Haverhill St.
IV	Belva Chase	Summer St.
II, III	Kathryn Mahoney	Lawrence, Mass.
I	Rubina Copeland	107 Main St.

## RICHARDSON SCHOOL

V, VI	Genevieve McNally, <i>Prin.</i>	173 No. Main St.
III, IV	Anna Harnedy	92 No. Main St.
I, II	Mary G. Cole	Lowell St.

## WEST CENTER SCHOOL

I-IV	Ethel Lyons, <i>Prin.</i>	North Andover
V-VIII	L. Maude Coggins	North Andover

## NORTH SCHOOL

I-VIII	Barbara Walker	West Andover, R. F. D.
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## BAILEY SCHOOL

I-VIII	Frances Ganley	Berkeley St., Lawrence, Mass.
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## OSGOOD SCHOOL

I-VIII	Sarah G. Campbell	Middlesex St., No. Andover
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## SUPERVISORS

<i>Music</i>	Katharine E. Baxter, Brighton, Mass.
<i>Manual Training</i>	
<i>Drawing</i>	Carl M. Gahan, 8 Avon St.
<i>Domestic Science</i>	Portia E. Clough, 5 Morton St.

## SCHOOL PHYSICIAN

W. Dacre Walker, M. D.	121 Main St.
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## NURSE

Edith M. Moreton	137 Main St.
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## ATTENDANCE OFFICER

William Frye	9 Bartlet St.
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## JANITORS

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### Central Plant

Head janitor

John Ralph, Chapman Ct.

Fireman

Thomas Dea, Summer St.

Assistant

Patrick Barrett, 17 Harding St.

Indian Ridge School

James A. Eaton, 19 Cuba St.

Bradlee School

James McGhie, Ballardvale

Richardson School

Robert Williams, Shawsheen Village

West Centre School

Granville K. Cutler, Lowell St.

North School

John Crowley, R. F. D. 1

Bailey School

Rudolph Johnson, Lowell, Mass., R. F. D. 1

Osgood School

George Spickler, R. F. D. 1

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## COMMITTEE MEETINGS

The first Tuesday of each month, except July and August, at 7.30 p.m., in the School Committee Rooms, Punchard High School.

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## SUPERINTENDENT'S OFFICE HOURS

8-8.30 a.m.: 4-5 p.m., on school days.

7-7.30 p.m., Tuesdays, Fridays.

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## NO-SCHOOL SIGNAL

The no-school signal is given by means of the fire alarm bell and whistle. When the signal 3-3-3 is heard at 7.15 o'clock in the morning, there will be no session of the Punchard School. When the signal is given at 8 a.m. there will be no session of the grades below the high school in the forenoon, and when it is sounded at 12.30 p.m., these grades will have no session in the afternoon. Should the same signal be heard at 8.30 a.m., or at 1 p.m., there will be no session of the first three grades.



# FINANCIAL STATEMENT

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## GENERAL EXPENSES

### Salaries:

Superintendent, Clerk, Attendance

Officer

\$ 4265.85

Office and Miscellaneous

476.57

—————\$ 4742.42

## EXPENSES OF INSTRUCTION

### Supervisors:

Salaries

3781.91

Travelling Expenses

81.60

————— 3863.51

### Teachers:

High

12011.32

Elementary

39040.47

————— 51051.79

### Textbooks:

High

1210.14

Elementary

1305.91

————— 2516.05

### Supplies:

High

1888.46

Elementary

1343.50

————— 3231.96

## EXPENSES OF OPERATION

Janitors

6328.79

Fuel

9964.86

Miscellaneous

1112.10

————— 17405.75

## MAINTENANCE

Repairs	2689.64	
	<u>          </u>	2689.64

## AUXILIARY AGENCIES

Health	1143.68	
Transportation	4797.49	
	<u>          </u>	5941.17

## MISCELLANEOUS

Tuition	525.50	
Sundries	601.66	
	<u>          </u>	1127.16

## SUMMARY OF RECEIPTS AND EXPENDITURES

Appropriation	\$92000.00	
Miscellaneous Receipts	584.49	
	<u>          </u>	\$92584.49
Total Expenditures		<u>92569.45</u>
Balance		\$15.04

## TRUSTEES OF PUNCHARD FREE SCHOOL

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MYRON E. GUTTERSON

FREDERICK S. BOUTWELL

REV. NEWMAN MATTHEWS

HARRY H. NOYES

REV. E. VICTOR BIGELOW

REV. CHARLES W. HENRY

*President*, REV. CHARLES W. HENRY

*Clerk and Treasurer*, HARRY H. NOYES

### *Visiting Committee*

MYRON E. GUTTERSON

REV. E. VICTOR BIGELOW

REV. NEWMAN MATTHEWS

REV. CHARLES W. HENRY

### *Finance Committee*

HARRY H. NOYES

FREDERICK S. BOUTWELL

### *Auditing Committee*

FREDERICK S. BOUTWELL

# REPORT OF THE SUPERINTENDENT OF SCHOOLS

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*To the School Committee of Andover.*

LADIES AND GENTLEMEN:

I have the honor to submit my fifth annual report, which is the thirty-first in the series of similar reports. It is a pleasure on this occasion once more to extend to the School Committee my appreciation of their support and their interest in the educational welfare of the town. It is also my pleasure to express to you my appreciation of the sincere, efficient work of the public school teachers of Andover. Their efforts have placed our schools in the first rank among the schools of the State. It is also fitting at this time to extend my appreciation to the citizens of the town for their generous financial support, for the interest which they always show, and for their broad outlook on all questions of education.

The work of the year has been more satisfactory than either of the two preceding. This is undoubtedly due to the absence of those peculiar influences which have been brought to bear in every field of activity as a result of the recent great war. We are now looking forward to another year of marked growth and development in the public school system.

## SCHOOL ACCOMMODATIONS.

During the last school year the enrollment at the North School became sufficiently large to warrant the employment of two teachers. However, at the opening of the fall term of 1920 the enrollment of this school was again down to about twenty-five pupils, a number too small to justify two rooms. Consequently the School Committee after very careful consideration closed one room in this building and transferred the teacher thus released to the Bradlee School, where the lower grades were somewhat

crowded. At the Central plant during the last school year there was only one sixth grade teacher, who during part of the year had an assistant. This year a new sixth grade room has been opened. Owing to the growth of Shawsheen Village the Richardson school has increased its enrollment by nearly one half. One new room has been opened. We were very fortunate in having a spare room in that building. All the rooms now are practically filled and in the near future, probably even at the opening of schools next September, the housing problem at this school will be serious. It will be necessary for the town to take this matter under consideration at an early date.

#### TEACHERS.

During the year four teachers have been added to the force; one at the Bradlee School in the first three grades, one at the Richardson School, one in the sixth grade at the Central plant and one in the High School. The first three have already been mentioned under the subject of school accommodations. Recent legislation requiring that all pupils in the High School shall take certain courses in United States History and Civics necessitated expansion of the History courses, by the establishment of a regular History department and the employment of a teacher to take charge of it.

The teaching force of Andover is attaining a high degree of excellence. Very few towns or cities have a better trained, better working group. The force is active and alert and is desirous to keep in touch with the best educational methods of the times. Many teachers have shown their desire for improvement by taking courses, both during the time schools are in session and in the summer vacation, at some of the best graduate schools of the country. This is to be highly commended. It would be an ideal condition if the time should come when it would be possible for teachers to be given a year's leave of absence for travel and study without a complete loss of salary.

This year teachers in town have had considerable difficulty in

securing accommodations, especially places to board. To relieve the situation the school committee has granted to teachers wishing to avail themselves of the opportunity, the privilege of using the basement of the High School for preparing meals. Mrs. Mary E. Dalton has had charge of this work and I think has on the whole conducted it in a very satisfactory manner and at a reasonable cost. The matter of securing homes for teachers may at any time become an urgent question for the consideration of the town. Several towns have already established community houses.

At the opening of the fall term the schools were very unfortunate in being temporarily deprived of the services of a very tried and efficient teacher, Mrs. Margaret Kimball. She has been granted a temporary leave of absence on account of ill health. It is hoped that her physical condition will permit her return at an early date. During the latter part of October Miss Emily Carleton, who had been a teacher for forty-one years, twenty of which were in Andover at the West Center School, was suddenly stricken while at her work. Realizing that for a long time at least she would be unable to assume her regular duties, she decided to tender her permanent resignation and retired from the teaching force. Miss Carleton has had an exceptional record as a teacher, both on account of her strength of character and the conscientious methods which she carried into her work. She retired with the best wishes from her fellow teachers and from school officials.

Early in the year the school department suffered a great loss in the death of an efficient teacher, Miss Helen W. Battles. The feeling of the Committee and other school officials is best expressed by the following extract from the resolutions adopted at the time of her decease.

"Miss Battles rendered to the town of Andover in her thirty-three years of teaching, a long and efficient service. Her desire to be useful at all times, her interest in nature and all that was beautiful, and her love for children, made her work in the school-room of a superior quality. As a careful student of educational methods and a teacher of long experience she brought strength

and vigor to her co-workers and her advice was always keenly appreciated in their meetings. Her ever-ready sense of kind humor, her devotion to her work and her broad interest in all that was good, endeared her to all with whom she came in contact. In her death the schools of Andover have suffered the loss of a devoted friend and efficient teacher."

#### CLEVELAND CONVENTION.

It was my privilege to attend the National Meeting of Superintendents held in Cleveland, Ohio, last February. The convention was one of unusual merit. It was largely attended. The registration of delegates was approximately 8000, from all parts of the United States and territorial possessions. These were mostly superintendents, although there was quite a large delegation of principals and teachers. The spirit of unrest which at that time prevailed throughout the country was apparent to some extent at the meetings. In each department there seemed to be an element which was dissatisfied, led in most cases by those who might be called the demagogues of education. There was a strong desire to make changes, to overthrow existing customs, to democratize everything. It was gratifying, however, to find that the convention was controlled by a very large majority of conservative, thoughtful leaders who were willing to listen and yet determined to follow only safe and reasonable guidance.

The thought of the convention ran along four lines: the establishment of educational democracy, Americanization, health and hygiene, salary and training. The appeal for a more democratic organization of the public school system was urged all along the line for superintendents, teachers, and even for pupils. Everyone seemed to agree that much might be done to improve the present organization, making it more democratic than in the past. There is, undoubtedly, a possibility of developing a broader and more harmonious relation between supervising principals, superintendents and teachers and of establishing in the minds of the people a better understanding of the aims of the public schools.



On the subject of Americanization there were many able speakers. Needs and methods were thoroughly discussed. General and departmental meetings and many conferences were held. Great stress was laid upon the method of approach by which the foreign element could be reached.

Probably no subject on the program was more extensively and thoroughly discussed than that of health and hygiene. This of course was natural, as a result of government reports showing the physical condition of the young men of the country. It was unmistakably the opinion of the convention that the public school systems of the country were not devoting enough time and thought to the physical condition of the children. Practically every imaginable phase of the subject was discussed. Existing medical inspection and the work of the school nurse are not sufficient. Physical training should be required. There is, however, at present a very serious lack of trained teachers and supervisors for this kind of work. The convention was desirous that schools be established for training physical instructors and that courses for this purpose be added in the normal schools already existing. The convention also deemed it advisable that laws be enacted by the legislatures of the different states requiring more health instruction and more physical training.

The brief discussion of teachers' salaries was very closely joined in every consideration with their training. That salaries should be sufficient to induce teachers to enter the profession was taken as a matter of course. The general opinion seemed to be that the public was sufficiently aroused in this respect. Several figures were mentioned as possible minimum and maximum wages. As a minimum \$1200 for rural teachers and \$1500 for city teachers seemed to be the figures most generally discussed, although Mr. Stillman, President of the American Teachers' Federation, maintained that the minimum salary of teachers throughout the country should be \$2000 per year. It was emphasized by various speakers that the low salaries that have been paid in the teaching profession were due to the standards of the profession and that, when teachers themselves are willing to assume the responsibility of placing their profession on a basis of training and experience the

same as other professions are doing, salaries will adjust themselves. The most serious question at the time of the convention was the matter of an adequate supply of trained teachers to meet present demands.

The convention met nearly a year ago and since that time surprising advances have been made along these lines that were so seriously discussed. Everywhere throughout the country Americanization has become an established and important feature of educational work. Almost every state has enacted or improved its laws concerning the development of school health and hygiene and every community has been thoroughly aroused to the fact that teachers have been most seriously underpaid.

### HEALTH.

At present the health and hygiene of the children of the public schools are in charge of a school physician and the nurse. The work of the school physician has been carried on long enough so that its character and value are recognized as a definite part of any school system. The school nurse is a more recent addition, but in communities where one has been employed, her work has shown such beneficial results and her services are so much in demand as also to establish her as a definite part of any public school system. At present many towns are considering the establishment of a dental clinic. The matter has come up for consideration in Andover and at a recent meeting the School Committee accepted the proposal of the Red Cross to give dental inspection a trial in the schools of Andover. The organization of this department is now receiving due consideration.

The physical education of our pupils is another phase of health work which needs to be developed. Recent investigations have shown that there is great need of physical training and development among school children. Many states have already passed legislation and our own General Court is at present considering a law requiring every town to employ a nurse and to give the children a certain amount of physical education. This is technical and requires special instruction and an especially trained supervisor. In order to have this work done properly there should be

employed in Andover a competent physical training teacher who should have supervision of the physical development of the children. The town should take this matter under consideration at once. An ideal condition accompanying the introduction of physical training in the public schools would be the addition of a well-equipped gymnasium. The furnishing of a gymnasium is a matter which will undoubtedly come up for consideration in the near future and can only be met with the hearty approval of all who are sincerely interested in the physical development of the young people in town.

#### CONTINUATION SCHOOLS.

Recent industrial conditions have temporarily thrown out of regular employment nearly all minors between the ages of fourteen and sixteen hitherto working in the factories of Andover. The law states definitely that these minors shall be in school when not employed. It was impossible at short notice for the schools to receive these children, numbering about one hundred and fifty, and as it was hoped that industrial conditions would soon improve no effort has been made to bring them into school. At present it is difficult to enforce this law, as the return of a child temporarily thrown out of work generally disturbs the school very much while the child gains only a very little. The solution of the problem is the establishment of a compulsory continuation school. Such schools are very well described by the State in the following terms: "They are schools for employed minors fourteen to sixteen years of age. While employed, these minors are required to attend these schools at least four hours each week. During unemployment these minors are required to attend these schools at least twenty hours each week." What these schools are accomplishing is also stated in a pamphlet published by the State Department of Education:

1. "They will afford these minors an opportunity to continue their general education and become more intelligent citizens.
2. "They will help these minors to get the most out of their immediate employment; will prevent much drifting in industry; and will save time lost through unemployment.

3. "They will reduce the number of juvenile misfits by helping these minors to make more intelligent choice of occupations, and will advance them from unskilled to skilled trades.
4. "They will establish co-operative relations between the schools and the employers."

At the State election of November, 1919, Andover accepted the act authorizing the establishment of such a school. If, after the acceptance of the act, it had been found that there were two hundred or more minors under sixteen years of age regularly employed, it would have been necessary for the town to have immediately started a continuation school. As, however, there were only about one hundred sixty-five such minors employed such action is optional. It is, however, a step in the right direction and one which a town progressive along educational lines should adopt at its earliest opportunity. Cities and towns conducting such approved compulsory continuation schools will be reimbursed by the state to the extent of one-half of the total sum raised by local taxation and expended for maintenance of these schools. The establishment of such a school in Andover is earnestly recommended for your consideration.

#### COURSES OF STUDY.

During the year there has been a strong feeling that the work of the older children in the public schools might be more intensive and more efficient. Consequently certain methods of discipline have been tried and the courses of study from the seventh grade on through the high school are being revised. There are two ideas uppermost in the minds of those who have this revision in charge: a better correlation between the grades and the high school, and an approach towards the new aims in education. Results of this work are already apparent; an addition of more social science in connection with the history of the seventh and eighth grades; new courses in history and a teacher of history in the High School. The teachers of English in the Stowe and High Schools have had several meetings and have arranged a definite progressive course in technical grammar beginning with the seventh grade and continuing through the senior year. They are now

working upon courses in oral and written composition. Memory selections, literature and spelling will also be discussed under this head. New outlined courses in mathematics will be arranged before the opening of schools next September. Probably no subject in the school curriculum is undergoing such fundamental changes as the teaching of mathematics in the upper grades and High Schools of the country. Many different ideas are being tried. All, however, seem to aim to give a wider mathematical vision to the children.

The introduction of a new text book in geography has necessitated slight modifications in the work of the grades in this subject. The changes in the industrial courses are briefly foreshadowed in the reports of the special teachers, Mr. Gahan for manual training and drawing and Miss Clough for cooking and sewing. A brief discussion of the continuation school is taken up in another part of this report. The establishment of such a school would materially modify and assist the work already being done. It has also been suggested that the employment of children who have left school might influence the shaping of the courses. With this in view it is proposed to make some brief survey covering this field. The work of the lower grades remains practically the same. It is generally conceded that the work of the public schools in grades one to six meets the requirements as well as any. The question in these grades is largely that of method.

#### FINANCE.

The greater part of the school appropriation is for salaries. The amount paid teachers and other salaried members of the school department for the year has been \$65,428.34, and yet our salaries are not large enough to hold the teachers as we should like. Since the opening of the schools in September, four teachers have resigned to accept other positions and another has received an offer of \$400 more than she was getting here. It is indeed true that it is very difficult even at our present salary schedule to keep the standard of our teaching force as high as the citizens of Andover desire. There is still a scarcity of thousands of teachers throughout the United States. There are also many new posi-



tions being created in the different school systems and more professional training is being required of teachers. These facts are bound to increase the salaries of teachers even beyond anything that has yet been paid.

Fuel is another large item of expense. Soft coal used at the Central heating plant during the last four or five years has advanced from \$4.90 to \$12.47 per ton and hard coal has also nearly doubled in price. This makes the appropriation for fuel at present over \$8000 per year. Pencils have advanced from \$1.25 to \$2.50 per gross, the cheaper grades of paper from 4c to 8c and the better grades of composition and drawing paper from 5 or 6c to 25c or more per pound.

Transportation is another item involving a large expenditure. Last year over \$4000 was paid for transportation and this year if our present policy is pursued nearly \$5000 will be required. This is perhaps one instance where expenses could be reduced, if the town were willing that the School Committee should restrict the privilege of transportation to only those who live two miles from the school.

The expenditure for health this year was a comparatively small sum for the number of children in town. This must be increased. We are hardly keeping pace with recent legislation in our expense along this line. The school physician is already required by law; there are bills before the present legislature requiring the employment of school nurses and physical training; and from every quarter there comes the agitation for a dental clinic.

Labor is high; to the ordinary day laborer for shovelling coal or digging ditches the School Department has had to pay sixty or seventy cents an hour; to carpenters \$1.15 an hour and to plumbers \$2.25 for man and helper. These are the items which make our expenses for running the school department so large. Although the high cost of living seems to have abated somewhat, that fact will have very little effect on our school expenses for some time to come. In fact, in spite of every effort that may be made it is probable that school expenses will be increased. It should be the earnest endeavor to see that the greatest results possible are obtained for the amount expended.

## CONSOLIDATION.

The past year has seen a marked progress throughout the country in the matter of consolidation of the rural schools. Andover has opportunity for great advancement along this line. The West Center, North, Bailey and Osgood schools might be brought together for the establishment of a central graded school. A union of these would make possible the plan for a school which would conform to the laws of sanitation, convenience and efficiency. It would create a better condition for teachers, which is one of the greatest problems of the rural schools today. It would furnish better grading, better supervision, better teaching and a strong community center. All these improvements would come with but little expense in operation. Experience in many places throughout the country shows consolidation to be advisable in any section where children can be transported in comfort.

## CONCLUSION.

This report as far as it deals with the future contains several important recommendations. (1) The revision of the courses of study for all classes above the sixth grade so as to meet the needs of the new aims in education, to establish a better correlation between the grades and the high school and to give more intensive work. (2) The establishment of a system of physical education and the employment of a trained physical instructor to take charge of the work. (3) The employment of an assistant in the department of industrial education. (4) The establishment of a dental clinic. (5) The opening of a continuation school. (6) The consolidation of the rural schools in the western part of the town. (7) The construction of a gymnasium for the promotion of physical education. The first four of these recommendations are presented for immediate action and undoubtedly before the end of another year will become established facts. The other three are extremely important but require special appropriations and more definite planning than they have yet received. It would seem that these recommendations are but a beginning of what the public will require of its schools in the near future.



As it becomes more and more evident that the success of our government depends upon the education of its citizens, it becomes equally a more firmly established fact that our schools must be re-organized so as to reach every one of whatever age who anticipates citizenship. Dr. Spaulding, at the head of the educational department at Yale, has proposed the establishment of a school in which there shall be a one year course in civics and occupational economics which every young person between the ages of eighteen and twenty-one shall attend, and that attendance upon this school shall be requisite to the privilege of citizenship. Many other educational schemes are being seriously considered at the present time and people in all parts of the country are giving them very serious consideration. The development of the system of public education during the next ten years will probably require an expenditure of three or four times the amount of money now appropriated. This seems almost incredible, but this policy is less expensive and far more practical than that of maintaining vast destructive armaments. This last policy has been pursued by many nations and has utterly failed. An educational policy looking forward to just social and economic relations and to the brotherhood of man among individuals and nations is the hope of this nation and world civilization.

Respectfully submitted,

HENRY C. SANBORN,

*Superintendent of Schools*

# REPORT OF THE PRINCIPAL OF THE PUNCHARD HIGH SCHOOL

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*To the Superintendent of Schools and the Trustees of the Punchard  
Free School,*

GENTLEMEN:

I have the honor to submit my annual report as principal of the Punchard High School.

The school has suffered irreparable losses the past year in the deaths of Harry M. Eames and Frank T. Carlton, for many years associated with the Board of Trustees. In addition to their duties as officials of the school, they had both shown an unusual interest in the welfare of all connected with the institution. "Punchard" meant to them not only pleasant memories of student days here, but a lifelong inspiration to high thinking and devoted public service.

An Act of the Legislature of 1920 made the subjects of United States History and Civics compulsory for all high school pupils. Just before the school opened in September an interpretation of the new law was received from the Commissioner of Education. He ruled that every member of the present senior class must take these courses to qualify for a diploma. To meet this requirement an additional teacher became necessary, as hitherto our course in United States History had been a senior elective. The present senior class had had a prescribed course in Civics in its first year in Punchard. The coming of a new teacher enabled us to bring all our history work under one instructor — a most desirable condition after several years of increasing disintegration.

The ruling of the School Committee in the matter of failure to do satisfactory work, which gave the school the power to demote pupils who could not or would not meet the requirements of their classes has already produced results. After eight weeks' trial,

several members of the first year class were dropped back to the eighth grade. The teachers are agreed that an improvement in effort and scholarship has been brought about by this action.

The present year began with unusual difficulties in getting a permanent teaching force. One resignation in June was followed by two more in August: two other changes took place in October, so that it was about November first before the faculty could be looked upon as likely to remain for the rest of the school year. Several of our present force have received offers of considerably larger salaries, but have, fortunately for the school, decided to remain here. In securing and keeping first class teachers, we are in constant competition with larger schools which offer increases of salary that are difficult to refuse. While Andover offers many inducements which make a teacher's life pleasant and attractive here, the great difficulty of securing boarding places, where good meals may be had at a figure commensurate with a teacher's salary, is an increasing obstacle to securing the best personnel for our faculty.

The larger percentage of eighth grade graduates entering the high school has given us a problem of the curriculum which is difficult. For those who are going to higher institutions and for those who are fitting themselves for office work, the course of study seems reasonably well planned. Nearly a third of each recent freshman class, however, does not properly come in either of these divisions. For this group we need more opportunities in the manual and domestic arts. It seems, therefore, that before we can arrange the new program of studies on which we are now working, we should be able to have more of the time of the Manual Training teacher at our disposal. The work in Domestic Science can probably be re-arranged without taking more of Miss Clough's time.

It is a pleasure to report the success of the increased dues of the Athletic Association. The membership is larger than ever before and the finances of the association have been placed on a good foundation, with all debts paid. While we may be inclined at times to envy the large receipts of those schools which have enclosed fields, we may congratulate ourselves on our freedom from

some of the unfortunate circumstances that accompany our more conspicuous rivals. Mr. Lovely is still obliged to limit the number of home games because of our inability to pay the large guarantees asked by our competitors.

Our girls are still without adequate means for regular physical training. Arrangements have been made at the Guild for a limited number who play basket ball, but we cannot expect systematic training without a regular instructor and a suitable place for exercise.

The splendid efforts of the Alumni Association which took up the task, begun in the school, of getting a new piano have been highly successful. We rejoice daily in the great improvement in our hall. When the new stage curtain and the clock already provided for are in place, we shall lack only the new seats to make our assembly room complete.

Many high schools are using some form of Intelligence Test, similar to those used in the Army, to measure the ability of their students. While I do not think these are valuable as substitutes for teachers' examinations or marks, yet it seems fairly well established that they afford a check on what we have a right to expect from an individual pupil and, to a lesser degree, on how efficiently the class room work is adapted to the power of the learner. The expense of giving the Otis tests to the school would be less than ten dollars and I should like to try them before long.

Each school year presents its peculiar problems, but, on the whole, it seems as though the present one marked a distinct advance from the difficulties and perplexities of the years of the war and those immediately following, and that the student body of today was more keenly alive to its opportunities and responsibilities than that of any recent years.

Respectfully submitted,

NATHAN C. HAMBLIN

# REPORT OF THE SUPERVISOR OF INDUSTRIAL EDUCATION

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*To the Superintendent of Schools:*

I herewith submit my second report as supervisor of industrial education in the public schools of Andover.

The different courses — namely, freehand drawing, manual training and mechanical drawing, have been carried on throughout the different schools in practically the same manner as last year.

In the elementary grades, freehand drawing has been outlined grade by grade, but on account of the increase of pupils it has been necessary to add more class rooms. Therefore, in order to give about the same amount of attention to the members of each room, it has been necessary to shorten the time in some of the recitations. But with the efforts and ability of each teacher to make her work a success and the enthusiastic spirit of the pupils to coöperate with her, this slight change in time has not detracted materially from the progress of the work.

The manual training both in the Junior High and High School has also been carried on in the same manner as last year. There are about seventy-five students in High School who have elected this course, which is nearly double the number that chose the work last year.

The mechanical drawing classes in High School take an interest in their work, but it is impossible to make finished drawings with our present equipment and the small amount of time which the average pupil can give to this subject under the present system. It is also impossible to accomplish as much in the work as though there were regular classes with the same amount of time given each class as in other branches in the High School.

Considering the increase in the number of pupils, I suggest for the coming school year, an assistant in freehand drawing espe-

cially, in order that more work can be accomplished in the different branches of industrial education in High School, Junior High and the grades. I recommend better equipment, including machinery, and also a little different arrangement of classes in High School, so that regular classes can be held each day in mechanical drawing and manual training.

Respectfully submitted,

CARL MERRILL GAHAN

*Supervisor of Industrial Education*

## REPORT OF DOMESTIC ECONOMY SUPERVISOR

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*Mr. Henry C. Sanborn, Superintendent of Schools.*

DEAR SIR:

I herewith submit my fourth annual report as supervisor of Domestic Economy in the Junior and Senior High Schools of Andover.

The work is much the same as it was last year.

The course in the Senior High School is elective, and the classes are larger every year. I feel very strongly, that Domestic Science should be compulsory for at least two years and a regular place given it on the program.

A short special course has been added to the work of the senior year which includes House-planning, Interior Decoration, Household Sanitation and Invalid Cookery. This course is not extensive by any means, but just enough to give the girls a general idea of the subjects before leaving High School.

The yearly trip to Boston was taken by the Senior class, the Sunshine Biscuit factory visited, Faneuil Hall market, Batchelder and Snyder's large cold storage plant, the suite of rooms at Jordan Marsh Company, and also the State House. This seems to me an important trip, and every member of the senior Domestic Science class should make every effort to go.

In the Junior High School there is need of one or more new sewing machines, also an electric iron and ironing board.

An exhibition of the work in sewing which has been done in the seventh and eighth grades at the Stowe School will be given in the early spring. I hope that in the near future there will be a special room for the sewing classes, so that if the girls care to get extra credit for work, they will have the necessary equipment there in the school without disturbing other classes. I should advise discontinuing the special eighth grade class in cooking in the Junior High because when these girls enter the Senior High



School as freshmen, the whole class is divided into two parts, some who have had cooking one year and others who have not had any. It is almost impossible to fit those who have had cooking into the second year work, as the first and second year free periods do not coincide. This shows more than ever that a certain definite place for the study of Domestic Science should be given on the High School program.

Respectfully submitted,

PORTIA E. CLOUGH

*Supervisor of Domestic Economy*

## REPORT OF SUPERVISOR OF MUSIC

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*Mr. Henry C. Sanborn, Superintendent of Schools, Andover, Massachusetts.*

DEAR SIR:

I herewith submit my third annual report as Supervisor of Music in the schools of Andover.

In general, I feel that there has been much progress in the work during the past year. The tone quality is good throughout the system. The results in sight reading are very satisfactory.

This year in the high school it seemed advisable to combine the freshman and upper class choruses. As a result of this there has been an improvement in the singing. The new "Community Songs" which we are using has furnished material from which the pupils can sing with comparative ease and enjoyment. The Girls' Glee Club is larger by some ten or fifteen members. This organization meets once a week and the spirit among its members is highly commendable.

At the Junior High School there are two choruses, one composed of the seventh grades and the other of the eighths. Both are doing very good work.

In the grades we are emphasizing individual and word sight reading. A system has recently been introduced in which the class is supposed to make all the necessary corrections in the individual with only an occasional word of suggestion from the teacher. This method is proving successful in developing in the pupils a sense of helpfulness and responsibility. More and more we are doing away with syllables in reading and encouraging singing at sight with words. This phase of the subject is very practical, as in musical activities in which boys and girls partici-

pate outside of school, most of the work must be done in this way. We can never eliminate syllables entirely, however, since they are a necessary means to an end.

The teachers throughout the system have been most conscientious in their efforts to make the music in Andover a success.

Respectfully submitted,

BETRIDGE E. TUCKER,

*Supervisor of Music*

## REPORT OF SCHOOL PHYSICIAN

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*To the Superintendent of Schools:*

I herewith present my report for the year ending December 31, 1920.

During the past year no unusual problems have arisen.

Miss Moreton has continued her work as school nurse in a highly satisfactory way.

There have been no serious epidemics and in general the health conditions among the scholars has been good. During the fall term three or four cases of diphtheria occurred at the Indian Ridge School and, in coöperation with the Board of Health, cultures were taken from the throats and noses of all the children in this building with the result that one "carrier" was found and excluded. No more cases occurred. Anterior poliomyelitis was epidemic in the autumn but no cases were found among school children. There have been occasional cases of other contagious diseases and these have been promptly excluded and quarantined at home.

A dental clinic is soon to be started in our schools under the supervision of the Red Cross and this is indeed a long step in the right direction. It is no exaggeration to say that 95% of our children have defective teeth and need dental care. Wallin claims that merely making dental repairs on a group of children raised their efficiency in the school 57%.

During the war, figures of the draft showed that one out of every three boys was physically unfit for service and that the percentage of those rejected in Massachusetts was larger than the average for the country. In the connection it seems to me that further effort is needed. We have done much in preventing the spread of contagious diseases, in eliminating handicaps such as enlarged tonsils, etc., but we must go further and do constructive work to build up our children physically as well as men-

tally. Some properly conducted course of physical training in connection with our school work would be a great help. In New York State there has been marked improvement in the physical condition of the school children since physical training has been adopted.

In conclusion, I wish to thank the Committee and you for your coöperation and aid.

Respectfully submitted,

W. D. WALKER

## REPORT OF SCHOOL NURSE

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*To the Superintendent of Schools:*

I herewith submit my annual report as School Nurse in the town of Andover:

Number of inspections	2405
Defective teeth	296
Under treatment	75
Defective tonsils	187
Operated on	15
Deficient eyes (vision)	37
Procured glasses	6
Deficient ears and hearing	46
Under treatment	5
Excluded for Pediculosis	32
"    "    Impetigo	12
"    "    Scabies	6
"    "    Ringworm	1
"    "    Mumps	2
"    "    Chicken Pox	6
"    "    Tonsilitis	2
"    "    Suppurative ear	1
Contagious diseases reported.	
Chicken Pox	44
Diphtheria	7
Scarlet Fever	2
Whooping Cough	14
Measles	7
German Measles	5
Visits to homes	135
Children sent or taken to doctor	75
Children taken to Eye and Ear Infirmary	4
Children taken to Lawrence General Hospital	1

Aside from the contagious diseases reported, there has been very little sickness during the year, among the school children. However, in spite of regular attendance at school, the statistics show that too large a proportion of these children fall short of the requirements of healthy childhood. Malnutrition, or the lack of proper food and its perfect assimilation, is responsible for the majority of these cases. This condition might be remedied to a large degree if the mothers would only substitute milk for the excessive coffee and tea-drinking indulged in by the children.

One of the most urgent needs of the children is a dental clinic in which they may receive dental treatment for a nominal fee. Even the most moderate dentist's charges are beyond the means of many children who stand in the most desperate need of treatment.

I would also recommend that more stress be laid on Physical Instruction and the correction of poor posture in the schools. This could be most efficiently done by a physical instructor.

Phillips Brooks has said, "He who helps a child, helps humanity with a distinctness, with an immediateness, which no other help given to human creatures in any other stage of their human life can possibly give again."

Respectfully submitted,

EDITH M. MORETON, R.N.

*School Nurse*



## REPORT OF ATTENDANCE OFFICER

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*To the Superintendent of Schools.*

I hereby submit the following report for the year 1920.

Number of cases reported . . . . .	36
Number of cases investigated . . . . .	36
Number of truants . . . . .	10
Number of absences with legal excuse . . . . .	3
Number absent because of sickness . . . . .	12
Number absent for lack of clothing . . . . .	3
Number absent to help at home . . . . .	5
Number absent for other insufficient reasons . . . . .	3
Number of cases prosecuted . . . . .	0

Respectfully submitted,

WILLIAM FRYE

*Attendance Officer*

# SCHOOL CALENDAR

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1921

## WINTER TERM — EIGHT WEEKS

January 3, Monday	Second term begins
February 22, Tuesday	Washington's Birthday, Holiday
February 25, Friday	Second term ends

## RECESS — ONE WEEK

## SPRING TERM — EIGHT WEEKS

March 7, Monday	Third term begins
April 15, Friday, 7.45 p.m.	Barnard Prize Speaking
April 29, Friday	Third term ends

## RECESS — ONE WEEK

## SUMMER TERM — SEVEN WEEKS

May 9, Monday	Fourth term begins
May 20, Friday, 7.30 p.m.	Lincoln Spelling Contest
May 30, Monday	Memorial Day, Holiday
June 22, Wednesday, 3.45 p.m.	Class Day Exercises
June 23, Thursday, 3.30 p.m.	Grammar School Graduation
June 23, Thursday, 8.00 p.m.	High School Graduation
June 24, Friday	Fourth term ends

## FALL TERM — FIFTEEN WEEKS

September 12, Monday	First Term begins
October 12, Wednesday	Columbus Day, Holiday
November 24, Thursday	Thanksgiving Day, Holiday
November 25, Friday	Special Holiday
December 16, Friday, 7.45 p.m.	Goldsmith Prize Speaking
December 23, Friday	First term ends

1922

## WINTER TERM — EIGHT WEEKS

January 2, Monday	Second term begins
February 22, Wednesday	Washington's Birthday, Holiday
February 24, Friday	Second term ends

## RECESS — ONE WEEK

## SPRING TERM — EIGHT WEEKS

March 6, Monday	Third term begins
April 14, Friday, 7.45 p.m.	Barnard Prize Speaking
April 28, Friday	Third term ends

## RECESS — ONE WEEK

## SUMMER TERM — SEVEN WEEKS

May 8, Monday	Fourth term begins
May 19, Friday, 7.30 p.m.	Lincoln Spelling Contest
May 30, Tuesday	Memorial Day, Holiday
June 21, Wednesday, 3.45 p.m.	Class Day Exercises
June 22, Thursday, 3.30 p.m.	Grammar School Graduation
June 22, Thursday, 8.00 p.m.	High School Graduation
June 23, Friday	Fourth term ends

# ATTENDANCE STATISTICS—1919

SCHOOL	GRADE	ENROLLMENT						Total Membership	Average Membership	Average Attendance	Per cent of Attendance
		Boys	Girls	Total	5 to 7 years	7 to 14 years	14 to 16 years	Over 16 years			
PUNCHARD	High	84	146	230	0	26	130	74	230	204	93.6
STOWE	VIII	20	26	46	0	33	12	1	48	42	96
	VIII	25	26	51	0	44	7	0	51	43	93.8
	VII	19	13	32	0	31	1	0	34	30	93.9
	VII	15	14	29	0	29	0	0	42	23	93.4
	VII	15	14	29	0	27	2	0	33	29	94.9
JOHN DOVE	VI	21	23	44	0	42	2	0	44	41	94.4
	V	18	9	27	0	26	1	0	27	26	94.4
	V	13	26	33	0	33	0	0	33	31	96.8
	IV	21	13	34	0	33	1	0	34	32	91.2
	IV	14	18	32	0	32	0	0	30	24	90.8
	III	14	19	33	0	33	0	0	35	33	92.6
	III	12	18	30	0	30	0	0	35	36	93.7
S. C. JACKSON	II	22	11	33	0	33	0	0	27	31	89.2
	II	16	18	34	0	34	0	0	34	32	90.2
	I	17	19	36	24	12	0	0	37	30	89.1
INDIAN RIDGE	I	18	21	39	26	13	0	0	42	36	89.1
	VI, V	13	15	28	0	26	2	0	31	25	97.3
	IV, III	13	22	35	0	35	0	0	35	34	96.8
	II, I	9	15	24	9	15	0	0	24	24	95.1
BRADLEE	VII, VI	10	19	29	0	26	2	1	29	25	93.7
	V, IV	25	13	38	0	36	2	0	41	33	95.1
	III, II	10	10	20	0	20	0	0	34	27	95.0
	I	18	13	31	11	20	0	0	30	21	94.3
RICHARDSON	IV-VI	16	17	33	33	0	0	0	36	27	94.4
	III, IV	0	0	0	0	0	0	0	0	19	95.6
	I, II	17	14	31	17	14	0	0	40	29	94
WEST CENTER	IV-VIII	10	16	26	0	21	4	1	26	21	88.5
	I-III	24	13	37	3	34	0	0	37	29	80.3
NORTH	I-VIII	18	19	37	9	28	0	0	38	26	97.7
BAILEY	I-VIII	11	9	20	1	18	1	0	20	16	84.7
OSGOOD	I-VIII	10	14	24	0	20	4	0	26	23	91.3
		568	637	1205	133	824	171	77	1350	33	92.8

# TEACHERS

JANUARY 1, 1920—JANUARY 1, 1921

SCHOOL	GRADE	NAME	First Election	Resig- nation	EDUCATION	
PUNCHARD	Principal — Latin Science History English	Nathan C. Hamblin	1910		Harvard University	
		Eugene V. Lovely	1911		Bates College	
		R. Edgar Fisher	1920		Bowdoin College	
		Mary L. Smith	1914		Smith College	
	Mathematics	Edna Simmons	1916	1920	Boston University	
		Lilian E. J. Fox	1920		Radcliffe College	
		Marjorie Faunce	1918		Boston University	
	Business	Edna S. Bennett	1918	1920	Bryant & Stratton	
		Margery Moore	1919	1920	Salem Normal	
		Hazel Underwood	1920		Brown University	
	French and German History Domestic Science Principal — Mathematics English History	Beatrice Lane	1920		Bay Path Institute	
		Helen DeM. Dunn	1914		Radcliffe College	
		Elizabeth Loftus	1911		Tufts College	
Portia Clough		1916		Framingham Normal		
STOWE	Principal — Mathematics English History	Clara Putnam	1916		Symonds High School	
		Etta M. Dodge	1909		Concord (N. H.) High School	
		Pauline Coppinger	1917	1919	Hyannis Normal	
		Ethel M. Keeney	1919	1920	North Adams Normal	
	Arithmetic Geography	Bernice G. Stimpson	1913		Gorham Normal	
		Nancy Hird	1919		Plymouth Normal	
		Cecelia Derrah	1911		Salem Normal	
	Principal — V VI V VI	Alice S. Coutts	1916		Salem Normal	
		Carolyn Dean	1892		Punchard High School	
		Avis Antill	1920		Gorham Normal	
		Margaret Kimball	1918		Lowell Normal	
	JOHN DOVE	IV IV IV III III	Lillian Ness	1918		Perry Normal (Boston)
			Ella S. Thomas	1918	1920	Smith College
Margaret B. Tate			1920		Vassar College	
Olive Waterhouse			1916		Salem Normal	
Edith Johnson			1913	1920	Jackson College	

# TEACHERS

JANUARY 1, 1920 — JANUARY 1, 1921

SCHOOL	GRADE	NAME	First Election	Resignation	EDUCATION
S. C. JACKSON	III	Edith Fuller	1920		Salem Normal
	II	Avis Thrasher	1919		Wheelock K'g't'n Tr. School
	II	Florence I. Abbott	1893		Salem Normal
	I	Adele Duval	1898		Winona (Minn.) Normal
INDIAN RIDGE	Principal — V, VI	Florence Prevost	1898		Wheelock K'g't'n Tr. School
	III-IV	Helen Hartford	1913		Lowell Normal
		Florence Duntton	1916	1920	Gorham Normal
	II, I	Almira E. Fuller	1920		Wheelock K'g't'n Tr. School
BRADLEE	Principal — VII, VI	Jessie Brown	1914		Brandon Training
	V	Grace Hill	1900		Salem Normal
	IV	Pearl M. Comstock	1919	1920	Bridgewater Normal
	III-II	Anna Nelson	1917		Framingham Normal
RICHARDSON	I	Belva Chase	1920		Plymouth Normal
	Principal — I-III	Rubina Copeland	1910		Framingham Normal
		Kathryn Mahoney	1920		Lowell Normal School
	IV-VI	*Helen Battles	1886	*1920	Punchard High School
WEST CENTER		Mary G. Cole	1920		Keene Normal
	Principal — III-V	Genevieve McNally	1917		Salem Normal
	I-IV	Anna M. Harnedy	1920	1920	Lowell Normal
	I-VIII	Emily Carleton	1901		Johnson High
NORTH BAILEY	I-VIII	Ethel Lyon	1919		Gorham Normal
	I-VIII	Barbara E. Walker	1919		Lowell Normal
		Irene Arnold	1918	1920	Lowell Normal
	I-VIII	Frances Ganley	1920		Lowell Normal
OSGOOD		Ervel Orchard	1919	1920	Lowell Normal
		Sarah G. Campbell	1920		Lowell Normal
		Betridge Tucker	1918		Lowell Normal
SUPERVISORS AND SPECIAL	Music	Carl M. Gahan	1919		Gorham Normal
	Manual Training and Drawing	Portia Clough	1916		Framingham Normal
	Domestic Science				

\*Deceased

## ATTENDANCE BANNER WINNERS

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Month	Teacher	School	Percentage
January	Miss Arnold	Bailey	98.4
February	Miss Hartford	Indian Ridge	96.9
March	Miss Hartford	Indian Ridge	99.3
April	Miss Dunton	Indian Ridge	99.4
May	Miss Hartford	Indian Ridge	99.3
June	Miss Abbott	S. C. Jackson	98.4
October	Miss Coutts	John Dove	99.3
November	Miss Prevost	S. C. Jackson	98.6
December	Miss Coppinger	Stowe	97.7



## PRIZE AWARDS

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### PUNCHARD SCHOOL

The Barnard prizes for excellence in composition and oral delivery:

First, twenty dollars, Mary O'Dowd, '21.

Second, twelve dollars, Rachel Boutwell, '21.

Third, eight dollars, Virginia Hess, '20.

The Goldsmith prizes offered by the Alumni Association for excellence in speaking:

Girls' prize, five dollars, Margaret E. May, '22.

Boys' prize, five dollars, J. Henry Otis, '22.

The M. E. Gutterson botanical prizes:

First, five dollars, Mina Noyes, '22.

Second, three dollars, Viola Holland '22.

The prizes for excellence in first-year Latin:

First, five dollars, Catherine Stewart, '23.

Second, three dollars, Gertrude Clarke, '23.

The Parker Memorial Prize to the member of the senior class who has won his "P" twice, and has stood highest among the athletes in scholarship:

Ten dollars, Albert Dimlich, '20.

Prize offered by Dr. E. C. Conroy to the member of the Freshman class making the greatest improvement during the year:

Five dollars, Malcolm Ruhl, '23.

# LINCOLN SPELLING MATCH PRIZES

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## GENERAL PRIZES

First, Margaret Kelley, Punchard.  
Second, Edna Lawrence, Punchard.  
Third, Isabel Lamont, Stowe.

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## GRADE PRIZES

### GRADE VIII

First, Isabel Lamont, Stowe.  
Second, Margaret Manning, Stowe.

### GRADE VII

First, Frances Merrick, West Center.  
Second, Beatrice Stevens, Stowe.

### GRADE VI

First, Oscar Swenson, Indian Ridge.  
Second, Ida Grover, Richardson.

### GRADE V

First, Elmer Grover, Richardson.  
Second, Ernest Robinson, Bradlee.

# SIXTIETH COMMENCEMENT EXERCISES

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## CLASS DAY EXERCISES

WELCOME	Joseph Lovejoy, Class President
CLASS HISTORY	Herbert Otis
CLASS STATISTICS	Robert Partridge
CLASS GIFTS	Ruth Cates
ADDRESS TO UNDERGRADUATES	Kenneth Coleman
CLASS PROPHECY	Joseph Clinton
CLASS WILL	Margaret Cronin

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## GRADUATION EXERCISES

PRAYER	Rev. Arthur S. Wheelock	
SCHOOL CHORUS — "Springtime"		<i>Rubenstein</i>
SALUTATORY	Hattie Helena Wells	
ESSAY — "Cape Ann Fisheries"	Joseph Thompson Lovejoy	
GIRLS' GLEE CLUB — The Americans Come		<i>Foster</i>
ESSAY — The Pilgrims and Their Tercentenary	Arlene Rosamond Miller	
GIRLS' GLEE CLUB — Swing Song		<i>Lohr</i>
PRESENTATION OF CLASS GIFT		
PRESENTATION OF ANNUAL PRIZES		
ESSAY AND VALEDICTORY — The Art of Dreaming	Virginia Lillian Hess	
CANTATA — Columbus		<i>Hosmer</i>
PRESENTATION OF DIPLOMAS	Rev. Charles W. Henry, President of Board of Trustees	
CLASS SONG		

## CLASS SONG

Farewell, dear old Punchard,  
 From thee we must part;  
 Though fond mem'ries of thee  
 Linger in each heart;  
 As we tread Life's pathway  
 May we ever be  
 True to Alma Mater,  
 Punchard—true to thee.

Schooldays now are ended,  
 And how short they seem;  
 Visions of the future  
 Come as in a dream;  
 Though the road be thorny  
 And we oft may sigh,  
 Heavenly Father, guide us  
 To our home on high.

*Edith Dorothea Sweeney '20*

## THE CLASS OF 1920

Mary Rita Adams  
 Ralph James Biggar  
 Esther Wyman Boutwell  
 Ruth Margaret Cates  
 Eric Byron Chandler  
 Joseph Anthony Clinton  
 Ralph Kenneth Coleman  
 Margaret Veronica Cronin  
 John William Dalton  
 Lena Carrie Davis  
 Albert Henry Dimlich  
 Adelaide May Dodge  
 Helen Marion Farley  
 Mary Catherine Hart  
 Virginia Lillian Hess  
 Mary Rita Leary

Joseph Thompson Lovejoy  
 Arlene Rosamond Miller  
 Ida Mildred Morse  
 Moira Kathleen Murphy  
 Phoebe Elizabeth Noyes  
 Herbert Hamilton Otis  
 Robert Manning Partridge  
 Harry Roland Payne  
 Mary Fairgrieve Robertson  
 Louise Blanche Shiebler  
 Rose Teresa Spector  
 Margaret Agnes Rita Stack  
 Edith Dorothea Sweeney  
 Hattie Helena Wells  
 Marion Blanchard White  
 Jessie Edna Woodhead

## GRAMMAR SCHOOL GRADUATION

OPENING CHORUS — Lovely Appear

*Gounod*

PRAYER

Rev. Newman A. Matthews

SONG — By the Sea

*Beethoven*

ADDRESS TO GRADUATING CLASS

Rev. Newman A. Matthews

SONG — Pretty Little Primrose

*Pinsuti*

Girls' Chorus

## PRESENTATION OF CERTIFICATES

Dr. Edward C. Conroy

SONG — Glory of God in Nature

*Beethoven*

## LIST OF GRADUATES

## STOWE SCHOOL

Margaret Manning  
George Sanborn  
Marie Brady  
Eva Cross  
Mabel Walker  
Isabel Caldwell  
Walter Partridge  
Sumner Davis  
Frank Hale, Jr.  
M. Kimball Nichols  
S. Elizabeth Reed  
Dora Dennison  
Sarah McCoubrie  
Edward Weeks  
Arthur Heifetz  
Edward Pritchard  
Helen Hurwitch  
William Simmons  
Thomas Doyle  
Harold Germain  
Mary Sullivan  
Laura Washburn  
Leslie Monan  
Annie Robertson  
Rita Bell  
Phyllis Yates  
Gordon Colquhoun  
Lilly Harris  
Ethel Polgreen  
J. Harold Smith  
Amy Kayley  
Gladys Gillispie  
Dorothy Converse  
Harold Leary  
Elizabeth Valentine

Helen Berry  
Eleanor Downs  
Arnold Bodwell  
Chester Ward  
Ruth May  
Evelyn Carter  
Roger Lewis  
Ruth Mitchell  
Isabel Lamont  
George Haggerty  
Wilbur Clark  
Edna Holland  
Charlotte Lawrie  
Norman Dufton  
John McClellan  
Florence Sanborn  
Mary Collins  
Muriel Gilbert  
Gardner Shaw  
Jean Donald  
Arthur Locke  
Charles Haynes  
Leonard Sherman  
Mildred Towler  
Priscilla Coleman  
Marie Worthing  
Reginald Whitcomb  
Agnes MacNulty  
Elsie Livingston  
Ada Buchan  
Frederick Gould  
Raymond Platt  
John Soutar  
John Bartlett  
Roderick Coleman

Gertrude Trow  
Kathryn Daley  
Raymond Schlapp  
William Barnet

Marguerite MacDonald  
Wesley Gates  
Alfred Stacey  
Richard French

#### WEST CENTER SCHOOL

Priscilla Cutler  
Ardo Kasabian

Charles Muller  
Louise Ozoonian

#### NORTH SCHOOL

Charles Kent

Jennie Chlebowski

#### BAILEY

Edna Johnson

Doris Newton

Chandler Bailey

#### OSGOOD

Vera Kress

Milton Chambers

William Barron













